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ABSTRACT

This information packet for those interested in promoting parent and family involvement in their children's schools opens with "A Quick Overview of Some Basic Resources." This section contains lists of 28 selected references, some research syntheses available from the Educational Resources Information Center (ERIC), and 10 Internet resources specializing in assistance related to parent involvement in schools. The packet also presents an example of a model program developed by James Comer and colleagues at the Yale Child Study Center. Some names from the consultant cadre of the Center for Mental Health in Schools are listed as resource persons. Also listed are a few other agencies that focus on parents and home involvement for immigrants, ethnic minorities, and the poor. An article by Howard S. Adelman, "Intervening To Enhance Home Involvement in Schooling" ("Intervention in School and Clinic," v29 n5 p276-87 May 1994), details types of home involvement in schooling and ways to implement this involvement effectively. A final section contains easy-to-use overviews, surveys, and sample forms as resource aids. (SLD)

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ED 425 237

*From the Center's Clearinghouse ...**

An introductory packet on

Parent and Home Involvement in Schools

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, 405 Hilgard Ave. Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634. Support comes in part from the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Branch.

UD032 649

UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

- **enhance practitioner roles, functions and competence**
- **interface with systemic reform movements to strengthen mental health in schools**
- **assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools**

Consultation Cadre ***Clearinghouse***

Newsletter ***National & Regional Meetings***

Electronic Networking

Guidebooks ***Policy Analyses***

Co-directors: Howard Adelman and Linda Taylor
Address: UCLA, Dept. of Psychology, 405 Hilgard Ave., Los Angeles, CA 90095-1563.
Phone: (310) 825-3634 FAX: (310) 206-8716 E-mail: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu/

*In 1996, two national training and technical assistance centers focused on mental health in schools were established with partial support from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. As indicated, one center is located at UCLA; the other is at the University of Maryland at Baltimore and can be contacted toll free at 1-(888) 706-0980.

(6/98)

What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; eventually it will be accessible electronically over the Internet.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units.* These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site
http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for a minimal fee to cover the cost of copying, handling, and postage. Eventually, we plan to have some of this material and other Clearinghouse documents available, at no-cost, on-line for those with Internet access.

If you know of something we should have in the clearinghouse, let us know.

1/14/98

For parent involvement initiatives to be successful, they should be part of a contextually focused school improvement process designed to create positive relationships that support children's total development.

James P. Comer and Norris M. Haynes

This introductory packet contains:

- A Quick Overview of Some Basic Resources.
  - Selected References
  - Internet Resources Specializing in Assistance Related to Education, Parent Involvement and Schools
  - An Example of a Model Program
  - Some Names from Our Consultation Cadre
  - A Few Other Agencies that Specialize in Focusing on Parents and Home Involvement related to Ethnic Minorities, Immigrants, and the Poor

- An Article by the Center's Co-Director entitled: *Intervening to Enhance Home Involvement in Schooling*

- Resource Aids: Easy to use overviews and examples

Parent and Home Involvement in Schools:

Selected References

I. *References that Provide a Broad Perspective*

Improving Parent Involvement as School Reform: Rhetoric or Reality?
M.N. Bloch, B.R. Tabachnick, K.M. Borman, & N.P. Greenman (1994). In: *Changing American Education: Recapturing the past or Inventing the Future?* Albany, NY: State University of New York Press. pp. 261-293.

Parent Involvement and School Responsiveness: Facilitating the Home-school Connection in School of Choice.
P.A. Bauch, & E.B. Goldring, (1995). *Educational Evaluation & Policy Analysis, 17,* 1-21.

Contextual Barriers to Collaboration.
L.P. Ware. (1994). *Journal of Educational & Psychological Consultation*, 5, 339-357. .

Home and School: the Unresolved Relationship.
B.T. Bowman (1994). In *Putting Families First: America's Family Support Movement and theChallenge of Change.* San Francisco, CA. Jossey-Bass Inc., Publishers, pp. 51-72.

Families and Schools: What Is the Role of the School Psychologist?
S.L. Christenson (1995). *School Psychology Quarterly, 10*, 118-132.

Parent Involvement in Schools: an Ecological Approach.
J.P. Comer & N.M. Haynes (1991). *Elementary School Journal, 91*, 271-277.

School/Family/Community Partnerships: Caring for the Children We Share.
J.L. Epstein (1995). *Phi Delta Kappan*, 701-712.

Parents and School Partnerships.
L.J. Connors & J.L. Epstein (1995). In: *Handbook of Parenting.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc., pp. 437-458.

Intervening to Enhance Home Involvement in Schooling.
H.S. Adelman (1994). *Intervention in School and Clinic, 29,* 276-287.

Empowering Parents is Mining Diamonds in the Rough.
T. Bowman (1996). *Parents Leading the Way, 15*, 27-28. Family Resource Coalition. (To order call (312) 341-0900)

A New Generation of Evidence: The Family is Critical to Student Achievement.
A. T. Henderson & N. Berla (1994). *National Committee for Citizens in Education.* ($14.95 Prepaid - To order call (703) 359-8973)

Home/School/Community Involvement.
L. E. Decker and V. A. Decker (1988). *American Association of School Administrators.* ($15.55 - To order call (301) 617-7802)

Preparing Teachers To Involve Parents: A National Survey of TeacherEducation Programs.
A. Shartrand, H. Kreider, and M. Erickson-Warfield. *Harvard Family Research Project.* (To order copies call (617) 495-9108)

Essential Allies.
Institute for Family-Centered Care. (To order a copy call (301) 652-0281)

II. *Specific Topics*

Boosting Homework: A Video Tape Link Between Families and Schools.
M.S. Forgatch & E. Ramsey (1994). *School Psychology Review, 23,* 472-484.

Grandparent Volunteers in the School: Building a Partnership.
R.D. Strom, & S.K. Strom. (1994). *Journal of Instructional Psychology, 21,* 329-339.

Restructuring Parent-Teacher Organizations to Increase Parental Influence on the Educational Process. T.R. Radd. (1993). *Elementary School Guidance & Counseling, Special Issue: Parents, Families and Schools, 27,* 280-287.

Toward a Grounded Theory of Parent Preschool Involvement.
A.J. Petrie, & I.F. Davidson. (1995). *Early Child Development & Care, Special Issue:Focus on Caregivers, 111,* 5-17.

Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships.
J.L. Epstein (1996). In A. Bouth & J.F. Dunn (Eds.). Family-School Links: How Do They Select Educational Outcomes? Mahway, NJ: Lawrence Erlbaum Associates.

Parent-School Involvement During the Early Adolescent Years.
J. S. Eccles, & R.D. Harold (1993). *Teachers College Record, 94,* 568-587.

School Programs and Teacher Practices of Parent Involvement in Inner-city Elementary and Middle Schools. J.L. Epstein, & S.L. Dauber. (1991). Elementary School Journal, Special Issue: Educational Partnerships: Home-School-Community. *91,* 289-305.

Choice, Empowerment and Involvement: What Satisfies Parents?
E.B. Goldring, R. Shapira. (1993). *Educational Evaluation & Policy Analysis, 15,* 396-409.

III. Involving Minority Families

Empowerment in Carpinteria: A Five-year Study of Family, School, and Community Relationships. C. Delgado-Gaitan. (1994). Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students. Rpt n49, i-13.

Involving Parents in the Schools: A Process of Empowerment.
C. Delgado-Gaitan. (1991). *American Journal of Education*, 100, 20-46.

American Families: Issues and Ethnicity.
C.K. Jacobson (Ed.). New York: Garland Publishing, Inc., 1995.

A Historical Comparison of Parental Involvement of Three Generations of Japanese Americans (Isseis, Niseis, Sanseis) in the Education of Their Children.
A.R. Shoho. (1994). *Journal of Applied Developmental Psychology*, 15, 305-311

Santo Domingo School: A Rural Schoolwide Project Success.
M.R. De Baca, C. Rinaldi, S.H. Billig, H. Shelley, & M. Beatriz. (1991). *Educational Evaluation & Policy Analysis*, 13, 363-368

Working with Culturally Different Families.
D.P. Flanagan, & A.H. Miranda. (1995). In A. Thomas, & J. Grimes, (Eds.). *Best Practices in School Psychology - III.* Washington, DC: National Association of School Psychologists.

IV. Brief Research Syntheses Available from the ERIC Clearinghouses.

The following documents are available in libraries, over the Internet, or directly from the Educational Resources Information Center (ERIC) by phone, 1-800-LET-ERIC.

For information on searching for and accessing ERIC documents over the Internet, see the Internet Resources section of this introductory packet.

The following is a brief sampling of ERIC Digests (research syntheses) on the topic of parent involvement in schools.

An example of a complete digest is at the end of this sample packet.

ED358198 (1993)	Building a Successful Parent Center in an Urban School
ED351149 (1992)	Teacher-Parent Partnerships.
ED363679 (1993)	The Comer School Development Program. Education Research Consumer Guide, Number 6
ED342463 (1991)	Planning for Parent Participation in Schools for Young Children.
ED380240 (1995)	Family Involvement in Early Multicultural Learning.
ED328644 (1990)	Meeting the Educational Needs of Southeast Asian Children.
ED355197 (1993)	Integrated Services: New Roles for Schools, New Challenges for Teacher Education.
ED350380 (1992)	Increasing the School Involvement of Hispanic Parents.

Internet Resources Specializing in Assistance Related to Home Involvement

The following pages are taken from the Internet and are meant to highlight for you premier resources providing information and program descriptions.

Included is a description of AskERIC, an internet-based resource service that provides a full range of information related to parenting, teaching and education in general.

Also included are web pages from the National Parent Information Network. These pages describe the network's resources and how to access them.

Internet Sites Relevant to Home Involvement

- **Family Involvement Partnership for Learning**
  http://www.ed.gov/PFIE/index.html
  Department of Education's online resource on creating school and home partnerships.

- **Reaching All Families: Creating Family-Friendly Schools**
  http://www.ed.gov/pubs/ReachFam/ is a government booklet, which presents accumulated knowledge and fresh ideas on school outreach strategies.

- **National Parent Information Network (NPIN)**
  Http://www.ericps.ed.uiuc.edu/npin.npinhome.html
  The prupose of NPIN is to provide information to parents and those who wrok with parents and to foster the exchange of parenting materials, numerous great links here including to Parents AskERIC.

- **Urban/Minority Families**
  http://www.eric-web.tc.columbia.edu/families/
  Links to publications, digests, and parent guides relevant to parent, school, and community collaborations which support diverse learners in urban settings.

- **Connecting the Home, School, and Community**
  http://www.sedl.org:80/hscp/welcome.html
  This page developed and maintained by the Southwest Educational Development Laboratory. Provides downloadable guidebooks for bringing educators, parents, and the community together to forge onging, comprehensive collaborations.

- **Children First: The Website of the National PTA**
  http://www.pta.org/issues/ldwk117-18.htm
  The National PTA is the oldest and largest volunteer association in the United States working exclusively on behalf of children and youth. The PTA is created to support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children; to assist parents in developing the skills they need to raise and protect their children; and to encourage parent and public involvement in the public schools of this nation. The website allows you to get information on annual conventions, periodical subscriptions, updates on legislative activity, PTA membership, links to other PTAs and children advocacy groups, as well as chats, bulletin boards, and more.

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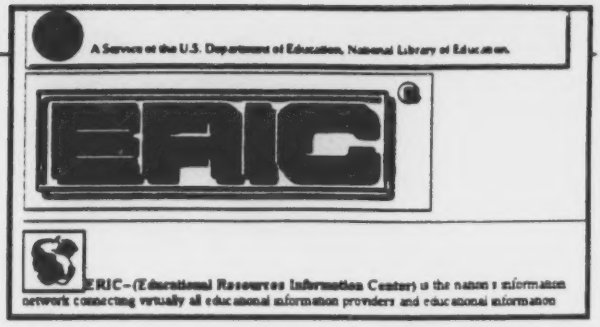
A Service of the U.S. Department of Education, National Library of Education.
ERIC
ERIC–(Educational Resources Information Center) is the nation's information network connecting virtually all educational information providers and educational information

Online With **ERIC**

One of the great things about cyberspace is that the people who run the various sites create links with other sites, allowing you to go beyond the Gopher site or World Wide Web (WWW) page you start with. We hope you'll visit the following ERIC sites both for their own offerings and for the gateways they provide to other education resources.

AskERIC

The ERIC Clearinghouse on Information & Technology at Syracuse University manages AskERIC, an Internet-based service that provides a full range of education information to teacher educators, teachers, students, librarians, counselors, administrators, parents, and others. AskERIC offers:

- A question-answering service,
- The AskERIC Virtual Library, and
- Internet access to the ERIC database.

If you have an education-related question, send it via e-mail to **askeric@ericir.syr.edu**. You'll receive an e-mail response in approximately 48 hours. Depending on the nature of your question, you might receive the full text of one or more research summaries called ERIC Digests, the results of a short ERIC database search, or the addresses of relevant Internet Gopher sites and listservs.

Through the AskERIC Virtual Library, you can find InfoGuides and database searches on key education topics; the full text of lesson plans, research summaries, and other resources; and gateways to other education-related Internet sites. To use the AskERIC Virtual Library, gopher or telnet to **ericir.syr.edu**. If you have Lynx, Mosaic, or another WWW browser, open the URL and connect to **http://ericir.syr.edu**.

AskERIC also provides public access to the ERIC database with search capability. The URL is **http://ericir.syr.edu/ERIC/eric.html**. You can also telnet to **ericir.syr.edu**. Log in as "Gopher," hit Return/Enter for the password, then follow the instructions.

National Parent Information Network

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana–Champaign has created a WWW server on the Internet specifically devoted to child development, care, and education, and the parenting of children from birth through early adolescence. This National Parent Information Network (NPIN), cosponsored by the ERIC Clearinghouse on Urban Education at Columbia University, includes:

- Short articles from groups such as the National Urban League, the National PTA, and the Center for Early Adolescence;
- Discussion groups and forums on early childhood topics; and
- Parents AskERIC, a question-answering service for parents that taps the resources of the federally funded ERIC system.

To access NPIN, gopher to **ericps.ed.uiuc.edu**. If you have WWW access, open the URL and connect to **http://ericps.ed.uiuc.edu/npin/npinhome.html**. If you have e-mail capabilities, you can send your questions about early childhood and elementary topics to Parents AskERIC at **askeece@uiuc.edu**.

Other ERIC Gopher/WWW Sites

All ERIC components have e-mail addresses (listed on the inside back cover) for routine correspondence. The following components also offer online services.

ACCESS ERIC (for general information about the ERIC system and links to all other ERIC sites)
Gopher: aspensys.aspensys.com, Education and Training Division
URL: http://www.aspensys.com/eric2/welcome.html

Adjunct ERIC Clearinghouse for Art Education
URL: http://www.indiana.edu/~ssdc/art.html

Adjunct ERIC Clearinghouse for Child Care
URL: http://ericps.ed.uiuc.edu/nccic/nccichome.html

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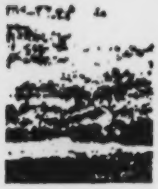
NPIN
National Parent Information Network

ERIC Clearinghouse on Elementary and Early Childhood Education
Clearinghouse on Urban Education

Welcome to the National Parent Information Network

- About the National Parent Information Network
- Parent News (Updated Monthly)
- Urban/Minority Families
- Parents AskERIC
- PARENTING Discussion List
- Resources for Parents
- Resources for Those Who Work with Parents
- ERIC Information and Materials
- Internet Resources for Parents and Those Who Work with Parents

NPIN has Been Rated in The Top 5% of All Websites by Point Communications



NPIN
National Parent Information Network

What Is the National Parent Information Network?

The **National Parent Information Network (NPIN)** is a project sponsored by two ERIC clearinghouses: the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, New York City; and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign; all other ERIC system components are also contributors and participants. Collaborating organizations, which provide information resources and promote use of the NPIN among their constituencies, include the National Urban League and the Illinois Parent Initiative, the North Central Regional Educational Laboratory, the National PTA, and the Family Literacy Center at Indiana University.

The purpose of NPIN is to provide information and communications capabilities to parents and those who work with parents. Materials included full text here have been reviewed by persons outside the ERIC system for reliability and usefulness. Publications, brochures, and other materials that are merely listed here have not been reviewed and are included for informational purposes only.

How You Can Be Part of NPIN

If you are a parent, you are already part of NPIN! Enjoy the information in the **Resources for Parents** section, try out the **Parents AskERIC** question-answering service, and let other parents know about the resources here. If you have suggestions about features we might add, topics that you wish you could find information on, or improvements we might make in NPIN, please let us know by calling, writing to, or e-mailing to one of the toll-free telephone numbers, postal addresses, or e-mail addresses listed below.

If you are a parent educator or someone else who works with parents, we welcome your suggestions and comments, too; contact us using our 800 numbers, postal addresses, or e-mail addresses. If you know of another site that would benefit from using the National Parent Information Network, please call and discuss it with us, or have someone at that site get in touch with us.

For More Information

The National Parent Information Network is currently seeking funding from foundations, corporations, and other sources to expand its services. A 2-page Prospectus for the project and other information on the NPIN is available by contacting either of the ERIC Clearinghouses listed below.

Dianne Rothenberg
ERIC/EECE

Urban/Minority Families

This section of **UEweb** is a part of the National Parent Information Network

Special Publications

Guest publications about issues important to urban and minority families.

- **School-Linked Comprehensive Services for Children and Families: What We Know and What We Need to Know**. This 125-page book identifies a research and practice agenda on school-linked, comprehensive services for children and families created by a meeting of researchers/evaluators, service providers, family members and representatives from other Federal agencies. It summarizes the proceedings from a 1994 conference sponsored by the Office of Educational Research and Improvement (OERI) and the American Association of Educational Researchers (AERA). 1995.

- **Hand in Hand: How Nine Urban Schools Work With Families and Community Services**. A book that provides support for educators, parents, and community representatives working to integrate social services in their schools. Published by the Regional Laboratory for Educational Improvement of the Northeast and Islands. 1995.

- **Preparing Your Child for College: A Resource Book for Parents**. A publication written by Elizabeth Eisner and Valentina K. Tikoff of the U.S. Department of Education that explains the benefits of a college education and how families can put college within reach academically and financially. 1995.

- **Strong Families, Strong Schools**. A handbook for strengthening families, along with supporting research, by the U.S. Department of Education. 1994.

- **Please Come to Open School Week**. A short guide from the United Federation of Teachers designed to help parents make the most of a visit to their child's school. 1994.

- **Together We Can**. A guide for crafting a profamily system of education and human services by Atelia I. Melaville, Center for the Study of Social Policy and Martin J. Blank, Institute for Educational Leadership, with Gelareh Asayesh. Published by the U.S. Department of Education and the U.S. Department of Health and Human Services. 1993.

- **New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents**. Daniel R. Scheinfeld, Erikson Institute for Advanced Study in Child Development. Published by International Catholic Child Bureau. 1993.

- **What Students Need to Know**. A manual for parents on how they can help with their children's schooling, by the National Urban League and The College Board. 1989.

ERIC/CUE DIGESTS

Reviews of educational publications about urban families.

- ☐ Beyond Culture: Communicating with Asian American Children and Families. 1993.
- ☐ Building a Successful Parent Center in an Urban School. 1993.
- ☐ Helping Young, Urban Parents Educate Themselves and Their Children. 1992.
- ☐ Increasing the School Involvement of Hispanic Parents. 1992.

ERIC/CUE PARENT GUIDES

Short articles addressed to parents about their children's schooling.

- ☐ New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. 1995.
- ☐ A Guide to Community Programs to Prevent Youth Violence. 1995.
- ☐ How to Help Your Child Avoid Violent Conflicts. 1995.
- ☐ How to Prepare Your Children for Work. 1995.
- ☐ A Guide to Promoting Children's Education in Homeless Families. 1995
- ☐ A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. 1994.
- ☐ A Guide to Communicating with Asian Families. 1994.
- ☐ A Guide to Computer Learning in Your Child's School. 1994.
- ☐ A Guide to Assessing and Placing Language Minority Students. 1994.
- ☐ Will a Focus School Meet the Needs of Your Child?. 1994.
- ☐ A Community Guide to Multicultural Education Programs. 1994.
- ☐ A Guide to Teaching English and Science Together. 1994.
- ☐ How to Promote the Science and Mathematics Achievement of Females and Minorities. 1994.

[redacted]

Annotated bibliographies about urban familes.

- ☐ School Choice Concerns of Urban Families. 1995.
- ☐ Parent Support for Preventing At-Risk Behavior by Urban Adolescents. 1995.
- ☐ Parenting Programs for Teenage Mothers. 1993.
- ☐ Parenting and Teenage Fathers. 1993.
- ☐ Parent Involvement of At-Risk Students. 1993.
- ☐ Services and Programs to Increase Family Involvement and Support. 1990.
- ☐ Parent Involvement in Urban Schools. 1989.
- ☐ Family Involvement in Asian/Pacific American Education. 1988.

Reference Gems

Including summaries of outstanding publications and publication announcements.

Other Internet Resources for Urban/Minority Families

An Example of One Model Program for Fostering Parent and Home Involvement in Schools

School Development Program

One of the most frequently cited programs for enhancing parent involvement in schools was developed by James Comer and colleagues of the Yale Child Study Center. The model was designed with special attention to child development considerations, relationship and systems theory, and the promotion and enrichment of the relationships among all school stakeholders (e.g., parents, students, staff and administrators). In this respect, a fundamental premise is that, for a parent involvement initiative to succeed, the school's ecology must foster positive, supportive, and communicative relationships among all stakeholders. (Traditional bureaucratic environments -- that is those that do not have a collaborative organizational structure, are viewed as having structural, systemic barriers that interfere with significant parental involvement.)

The program includes three main components:

1. *A School Planning and Management Team*: The purpose of the team is to develop a plan that focuses on the instructional program and school climate. The team is critical to the success of the overall program because it facilitates communication among all stakeholders, establishes a sense of direction and focus for the school, and enhances feelings of ownership on the part of all stakeholders.

2. *A Mental Health Team*: This team meets to address the behavioral and developmental needs of students. The team serves as a mechanism for sharing knowledge about child development and about relationships with classroom teachers and administrators. It ultimately serves to reduce conflict by increasing sensitivity to issues concerning child development and relationships.
3. *A Parent Program*: This is the key parent involvement component, although its success is highly dependent on the existence of the other two components. The distinctive features of the program are: (a) it provides for involvement of parents at a range of levels of responsibility and enables parents to participate comfortably and (b) it "is implemented within the broader context of improved relationships among the significant adults in the lives of the children" (Comer & Haynes, 1991).

See Comer, J.P., & Haynes, N.M. (1991). Parent involvement in schools: An ecological approach. *The Elementary School Journal, 91*, 271-277.

Parent and Home Involvement Consultation Cadre List:

Note: Listing is alphabetized by Region and State as an aid so you can find and network with resources closest to you.

Our list of professionals is growing daily. Here are a few names as a beginning aid.

Central States

Iowa

Phillip Mann
Director
Seashore Psychology Clinic
Department of Psychology, E11SH, University of Iowa
Iowa City, IA 52242
Phone: 319/335-2468
Fax: 319/335-0191
Email: philip-mann@uiowa.edu

Raymond Morley
Education Services for Children, Family, & Community
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Phone: 515/281-3966
Email: rmorley@max.state.ia.us

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Director Psych. Service Center
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Indiana

Susan Johnson
Clinic Social Worker
Tech. Teen Clinic of Health Net Inc.
1500 E. Michigan Street
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Two Agencies that Focus on Ethnic Minorities, Immigrants and the Poor

Listed below are a two agencies that specialize in focusing on Ethnic Minorities, Immigrants and the Poor. Each of these agencies has published documents of relevance to involving minority families in the schools of their children.

(1) *National Coalition of Advocates for Students* is a nationwide network of child advocacy organizations that work to improve access to quality public education for children of greatest need. Among their publications that are relevant to involving minority families in schools are:

(a) *New Voices: Immigrant Students in U.S. Public Schools*

(b) *Immigrant Students: Their Legal Right of Access to Public Schools*

(c) *The Good Common School: Making the Vision Work for All Children*

Copies may be ordered from: The National Coalition
of Advocates for Students
100 Boylston Street
Suite 737
Boston, MA 02116

(2) *California Tomorrow* focuses on racial, cultural and linguistic diversity in California through policy research, advocacy, media outreach and technical assistance. Among its publications are:

(a) *The Unfinished Journey: Restructuring Schools in a Diverse Society.* This publication includes a chapter titled: The Involvement of Parents, Families and Caregivers in Restructuring Schools.

(b) Crossing the Schoolhouse Border: Immigrant Students in the California Public Schools.

Copies of these and other California Tomorrow publications can be ordered using the order form that follows this page.

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Intervening to Enhance Home Involvement in Schooling

Details types of home involvement in schooling and ways to effectively implement this involvement for populations that need systematic outreach and ongoing encouragement

By Howard S. Adelman

Home involvement in schools is a prominent item on the education reform agenda in the 1990s. Such involvement is especially important when students have learning and behavior problems. Of course, home involvement is not a new concern. As Davies (1987) has reminded us, the "questions and conflict about parent and community relationships to schools began in this country when schools began" (p. 147).

Review of the literature indicates widespread endorsement of home involvement. (Besides the citations provided throughout this article, a survey of other work is appended in the section entitled "Bibliography.") As Epstein (1987) noted, "research findings accumulated over two decades . . . show that . . . parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account . . ." (pp. 119–120).

In special education, long-standing views about the importance of home involvement have been translated into law—most recently in the family focus prescribed in P.L. 99-457. Legislated mandates, however, are no guarantee of effective practice (Bailey, Buysse, Edmondson, & Smith, 1992; Dunst, Johanson, Trivette, & Hamby, 1991; Harry, 1992).

Some families are quite receptive to efforts to involve them in schools and schooling. The focus of the following discussion is not on this relatively small group. Our interest is in populations where systematic outreach and ongoing encouragement are essential to establishing and maintaining involvement. Efforts to involve such populations raise all the issues and problems associated with intervening with reluctant individuals.

A review of the home involvement literature provides a foundation for improving intervention. In exploring central concepts, concerns, and strategies, the present article builds on this literature and on intervention research, in which I am involved (Adelman & Taylor, 1990, 1992a, 1992b, 1993). Specifically discussed are (a) types of home involvement, (b) barriers to involvement, (c) intervention agendas, and (d) a framework outlining sequential intervention phases and tasks (See Note).

Types of Involvement

Various categorizations of home involvement in schooling have been formulated (Anderson, 1983; Conoley, 1987; Davies, 1987; Epstein, 1987, 1988; Jackson & Cooper, 1989; Loven, 1978). For example, Epstein (1988) described five types of parent–school involvement:

1. *Basic obligations of parents to children and school* (e.g., providing food, clothing, shelter; assuring health and safety; providing childrearing and home training; providing school supplies and a place for doing schoolwork; building positive home conditions for learning);

2. *Basic obligations of school to children and family* (e.g., using a vari-

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ety of communication methods to inform parents about school schedules, events, policies, children's grades, test scores, and daily performance; treating children justly and effectively—including accounting for differences);

3. *Parent involvement at school* (e.g., assisting teachers and students with lessons and class trips; assisting administrators, teachers, and staff in cafeteria, library, and computer lab; assisting organized parent groups in fundraising, community relations, political awareness, and program development; attending student assemblies and sports events; attending workshops, discussion groups, and training sessions);

4. *Parent involvement in student learning at home* (e.g., contributing to development of child's social and personal skills, basic academic skills, and advanced skills by aiding with schoolwork; providing enrichment opportunities; and monitoring progress and problems); and

5. *Parent involvement in governance and advocacy* (e.g., participating in decision-making groups; advocating for improved schooling).

Davies (1987) has identified four types of parent–school involvement and extends the nature and scope of home involvement as follows:

1. *Coproduction or partnership* (individual and collective activities in school or at home that contribute to school efforts to teach more effectively, such as tutoring programs, homework hotlines, suggestions as to how to reinforce classroom efforts, parent education about what the school is trying to do, home visitor programs, and parent volunteers to assist teachers);

2. *Decision making* (ranging from parent participation in decisions about the child to involvement in system planning, such as setting policies, assessing schools, and deciding about budgeting, curriculum, and personnel);

3. *Citizen advocacy* (e.g., case, class, political advocacy; citizen organizations to build public support for schools);

4. *Parent choice* (e.g., involvement in selecting the child's school).

Jackson and Cooper (1989) also extended the conceptualization of types of involvement by adding two categories to Epstein's five. The sixth type, *parent decision making* (consumer activities), expands Davies' category of "parent choice" to a broader consumer role (e.g., parent awareness of the marketplace of available educational choices to make the best feasible arrangements to ensure their child's success). Their seventh category, *parent community networks*, attempts to cover a variety of involvements related to using "the unique culture of the local parent community to help all parties concerned" (p. 264). In this category, they include schools as places for parents to congregate and solve problems, activities that improve parents' skills, schooling that builds on parents' cultural traditions, and networking relevant to parent agendas.

Existing categorizations provide a starting point for labeling clusters of activity, and they help highlight differences in the nature of home involvement. Because my colleagues and I approach intervention from a transactional perspective (see Adelman & Taylor, 1993), we think it important to differentiate types of home involvement in terms of whether the focus is on improving the functioning of individuals (student, parent–caretaker), the system (classroom, school, district), or both. And, with respect to individual functioning, it seems worth distinguishing home involvement designed mainly to facilitate schooling from involvement intended primarily to help parents–caretakers per se. To these ends, we use a six-category continuum (see Figure 1). At one end, the focus is on using home involvement to improve individual functioning of the student, the caretaker, or both; at the

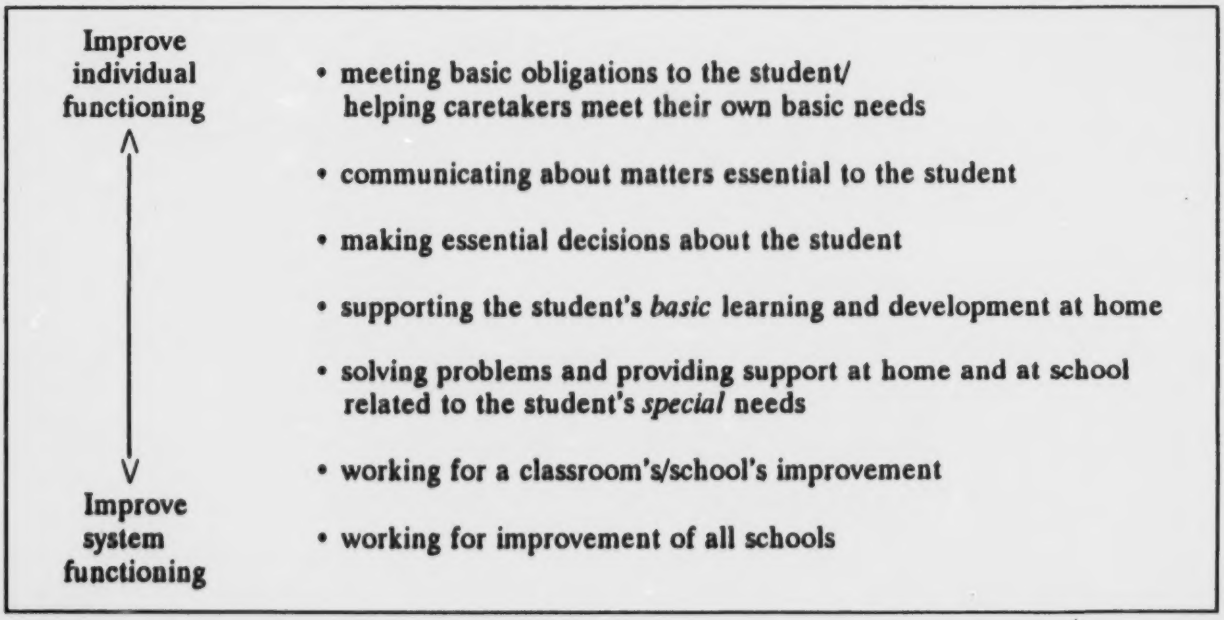
Improve individual functioning
Improve system functioning
• meeting basic obligations to the student/ helping caretakers meet their own basic needs
• communicating about matters essential to the student
• making essential decisions about the student
• supporting the student's *basic* learning and development at home
• solving problems and providing support at home and at school related to the student's *special* needs
• working for a classroom's/school's improvement
• working for improvement of all schools

Figure 1. Establishment of specific ways to involve the home.

other end, the aim is to use involvement to improve the system.

Even though the categories are not discrete, the various schemes illustrated in Figure 1 are an obvious aid in (a) delineating the range of ways homes can be involved and (b) analyzing key differences in the nature of the activity. Thus, these schemes are useful for both research and practice. It is important, however, to remember that categorization of types does not adequately highlight other significant differences. For example, parents who help with homework or who participate in decision making differ in the degree and quality of their involvement; ensuing benefits and costs also differ. In thinking about home involvement, therefore, at least four other dimensions are relevant, namely, frequency, level, quality, and impact (positive and negative) of involvement.

Barriers to Involvement

In addition to addressing types of involvement, interventions must deal with barriers to involvement. Research on barriers has explored a narrowly conceived set of variables and, in doing so, has focused on the participation of special subgroups such as parents from lower socioeconomic and ethnic minority backgrounds and parents of special education students. The result is that a variety of familial, cultural, racial, job, social class, communication, and school personnel attitude factors have been implicated (e.g., Becker & Epstein, 1982; Chavkin & Williams, 1989; Comer, 1988; Davies, 1988; Epstein, 1986, 1987; Epstein & Becker, 1982; Klimes-Dougan, Lopez, Adelman, & Nelson, 1992; Lopez, 1992; Lynch & Stein, 1987; Mannan & Blackwell, 1992; Pennekamp & Freeman, 1988; Stevenson, Chen, & Uttal; 1990; Tangri & Leitch, 1982). However, because the studies are correlational, causal relationships have not been established. Furthermore, within-group variations are rarely explored.

In an effort to broaden the focus, intervention specialists can categorize barriers with respect to type and form. That is, these barriers can be grouped into three types: institutional, personal, and impersonal. In addition, their form can be characterized in terms of negative attitudes, lack of mechanisms/skills, or practical deterrents—including lack of resources. Figure 2 underscores the interacting nature of types and forms of barriers.

A few words will help clarify the categories. Institutional barriers stem from deficiencies related to resource availability (money, space, time) and administrative use of what is available. Deficient use of resources includes

FORMS OF BARRIERS

TYPES OF BARRIERS	Negative Attitudes	Lack of Mechanisms/ Skills	Practical Deterrents
Institutional	e.g., school administration is hostile toward increasing home involvement	e.g., insufficient staff assigned to planning and implementing ways to enhance home involvement; no more than a token effort to accommodate different languages	e.g., low priority given to home involvement in allocating resources such as space, time, and money
Impersonal	e.g., home involvement suffers from benign neglect	e.g., rapid influx of immigrant families overwhelms school's ability to communicate and provide relevant home involvement activities	e.g., school lacks resources; majority in home have problems related to work schedules, childcare, transportation
Personal	e.g., specific teachers and parents feel home involvement is not worth the effort or feel threatened by such involvement	e.g., specific teachers and parents lack relevant language and interpersonal skills	e.g., specific teachers and parents are too busy or lack resources

Figure 2. General types and forms of barriers to home involvement.

failure to establish and maintain formal home involvement mechanisms and related skills. It also encompasses general lack of interest or hostile attitudes toward home involvement among school staff, the administration, or the community. Instances of deficient use of resources occur when there is no policy commitment to facilitating home involvement, when inadequate provisions are made for interacting with parents who don't speak English, or when no resources are devoted to upgrading the skills of staff with respect to involving parents.

Similar barriers occur on a more personal level. Specific school personnel or parents may lack requisite skills or find participation uncomfortable because it demands their time and other resources. Others may lack interest or feel hostile toward home involvement. For instance, any given teacher or parent may feel it is too much of an added burden to meet to discuss student problems. Others may feel threatened because they think they can't make the necessary interpersonal connections due to racial, cultural, and/or language differences. Still others do not perceive available activities as worth their time and effort.

Impersonal barriers to home and staff participation are commonplace and rather obvious. For example, there can be practical problems related to work schedules, transportation, and childcare. There can also be skill deficiencies related to cultural differences and levels of literacy. There may be lack of interest due to insufficient information about the importance of home involvement.

Overcoming barriers, of course, is a primary intervention concern. And, when there are inadequate finances to underwrite ways to overcome barriers, finding the resources becomes the first barrier that must be overcome.

Whose Interests Are to Be Served? Agendas for Involving the Home

As the preceding discussion highlights, understanding types of and barriers to involvement provides a helpful foundation for planning and implementing ways to enhance that involvement. Another essential perspective comes from awareness of contrasting and often conflicting intervention agendas.

Different rationales underlie interventions for involving the home. Most reflect society's agendas, and these often come into conflict with agendas aimed at helping those with special needs. At the root of the matter are age-old social and political concerns related to inevitable conflicts between individual and societal interests.

All intentional interventions are rationally based. That is, underlying such activity there is a rationale—whether or not it is explicitly stated. A rationale consists of views derived from philosophical, theoretical, empirical, and legal sources. Or, stated more boldly, underlying rationales consist of biases that guide and shape intervention aims and practices. Because of potential conflicts of interest, it is essential that the biases incorporated into an intervention rationale be clearly articulated and debated.

The problem of conflicting interests is reflected in the extensive concern raised about society's ability to exercise control through agendas for psychological and educational interventions (e.g., Adelman & Taylor, 1988; Coles, 1978; Feinberg, 1973; Garbarino, Gaboury, Long, Grandjean, & Asp, 1982; Hobbs, 1975; Mnookin, 1985; Robinson, 1974). At one extreme, it is argued that there are times when society must put its needs ahead of individual citizens' rights by pursuing policies and practices for maintaining itself. This is seen, for example, whenever parents are compelled by school personnel to talk about facets of their family life or to participate in some aspect of their child's schooling. At the other extreme, it is argued that society should never jeopardize individuals' rights (e.g., invade privacy, use coercive procedures). For many persons, however, neither extreme is acceptable, especially given how they define what is in the best interests of individuals in the society.

Without agreeing or disagreeing with either extreme, the importance of the debate can be appreciated. Specifically, it serves to heighten awareness about three basic problems: (a) No society is devoid of coercion in dealing with its members (e.g., no right or liberty is absolute), and coercion is especially likely when interventions are justified as serving a minor's best interests; (b) interventions are used to serve the vested interests of subgroups in a society at the expense of other subgroups (e.g., to place extra burdens on minorities, the poor, women, and legal minors and to deprive them of freedoms and rights); and (c) informed consent and due process of law are key to protecting individuals when there are conflicting interests (e.g., about whom or what should be blamed for a problem and be expected to carry the brunt of corrective measures). Awareness of these problems is essential to protect individuals and subgroups from abuse by those with power to exercise direct or indirect control over them.

Given the preceding context, different intentions underlying intervention for home involvement in schools and schooling are worth highlighting. Four broad agendas are contrasted here, namely, socialization, economic, political, and helping agendas.

A socialization agenda is seen in messages sent home and in school-based parent training. These are meant to influence parent-caretaker attitudes toward schooling and to socialize parenting practices in ways designed specifically to facilitate schooling. An economic agenda is intended to aid schooling by involving the home as a supplementary resource to compensate for budget limitations. A political agenda focuses on the role the home plays in making decisions about schools and schooling. A helping agenda establishes programs to aid individuals in pursuing their own needs. Clearly, these four agendas are not mutually exclusive, as will be evident in the following brief discussion of each.

Socialization Agenda

Schools are societal institutions with prime responsibilities for socializing the young, ensuring the society's economic survival through provision of an adequately equipped work force, and preserving the political system. In pursuing society's interest in socializing children, schools try to socialize parents, for instance, by influencing parent attitudes and parenting practices. This is seen in the widespread pressure exerted on parents to meet "basic obligations" and in the emphasis on parent "training."

Often, a school's agenda to socialize parents is quite compatible with the interests of parents and their children. For instance, schools and those at home want to minimize childrens' antisocial behavior and equip them with skills for the future. However, there are times when the school's so-

cialization agenda comes into conflict with the home's agenda with respect to meeting other basic obligations and needs, such as the obligation to avoid causing or exacerbating a problem. The sidebar contains a negative example from the author's work, which is offered to underscore the complexity of this concern (the names have been changed).

The case in the sidebar raises many issues. For example, involvement of the home in cases such as José's usually is justified by the school as "in the best interests of the student and the others in the class." However, clearly there are different ways to understand the causes of and appropriate responses to José's misbehavior. By way of contrast, another analysis might suggest that the problem lies in ill-conceived instructional practices and, therefore, might prescribe changing instruction rather than strategies focused on the misbehavior per se. Even given an evident need for home involvement, the way the mother was directed to deal with her son raises concerns about whether the processes were coercive. Questions also arise about social class and race. For example, if the family had come from a middle or higher income background, would the same procedures have been used in discussing the problem, exploring alternative ways to solve it, and involving the mother in parent training? In addition, there is concern that overemphasis in parent workshops on strategies for controlling children's behavior leads participants such as José's mother to pursue practices that often do not address children's needs and may seriously exacerbate problems.

Conflict Between School and Home Agendas

José's family had come to the United States 4 years ago. His father worked as a gardener; his mother worked in the garment district. Neither parent was fluent in English; mother less so than father.

José's parents were called to school because of his misbehavior in the classroom. The teacher (who did not speak Spanish) informed them that she was having to use a range of behavioral management strategies to control José. However, for the strategies to really work, she said it also was important for the parents to use the same procedures at home. To learn these "parenting skills," the parents both were to attend one of the 6-week evening workshops the school was starting. They were assured that the workshop was free, was available in English or Spanish, and that there would be childcare at the school if they needed it.

After meeting with the teacher, José's father, who had reluctantly come to the conference, told his wife she should attend the workshop—but he would not. She understood that he saw it as her role—not his—but she was frightened; they fought about it. They had been fighting about a lot of things recently. In the end, she went, but her resentment toward her husband grew with every evening she had to attend the training sessions.

Over the next few months, the mother attempted to apply what she was told to do at the workshop. She withheld privileges and confined José to periods of time-out whenever he didn't toe the line. At the same time, she felt his conduct at home had not been and was not currently that bad—it was just the same spirited behavior his older brothers had shown at his age. Moreover, she knew he was upset by the increasingly frequent arguments she and her husband were having. She would have liked some help to know what to do about his and her own distress, but she didn't know how to get such help.

Instead of improving the situation, the control strategies seemed to make José more upset; he acted out more frequently and with escalating force. Soon, his mother found he would not listen to her and would run off when she tried to do what she had been told to do. She complained to her husband. He said it was her fault for pampering José. His solution was to beat the youngster.

To make matters worse, the teacher called to say she now felt that José should be taken to the doctor to determine whether he was hyperactive and in need of medication. This was too much for José's mother. She did not take him to the doctor, and she no longer responded to most calls and letters from the school.

José continued to be a problem at school and then at home, and his mother did not know what to do about it or who to turn to for help. When asked, José's teacher describes the parents as "hard to reach."

Economic Agenda

Home involvement is a recognized way of supplementing school resources. The home may be asked to contribute money, labor, knowledge, skills, or talent. Controversy arises about this agenda due to concerns regarding fairness, as well as in connection with professional guild complaints and public funding considerations. For example, inequities among schools may be exacerbated because some schools can draw on the assets of higher income homes. Unions representing teachers and their assistants point to excessive use of parent and other volunteers as a factor affecting job availability and wage negotiations. And, increasing reliance on ad hoc sources of public support is seen as potentially counterproductive to mobilizing citizens and policy makers to provide an appropriate base of funding for public education.

Political Agenda

Another reason for involving parents is related to the politics of school decision making. This agenda is seen in the trend toward parents assuming some form of policy-making "partnership" with the school, such as joining advisory and decision-making councils. In some cases, the intent apparently is to move parents into an equal partnership with school decision makers; in other instances, the aim appears to be one of giving the illusion that parents have a say or even demonstrating that parents are uninterested or unable to make sound policy.

The case of the Head Start program illustrates politics and policy related to home involvement. As Valentine and

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Stark (1979) indicated, parent involvement policy in Head Start developed around three notions: parent education, parent participation, and parent control. "These three constructs signify different dimensions of social change: individual change and institutional, or 'systems,' change" (p. 308). Initially, the goal was to use parent involvement to produce institutional change through either parent participation or parent control. Over time, this goal was displaced by individual change: ". . . national Head Start policy guidelines [in combination with local and federal initiatives to contain militancy] helped redirect parent involvement away from political organization toward a 'safe' combination of participatory decision-making and parent education" (p. 308).

Helping Agenda

Prevailing agendas for involving the home emphasize meeting societal and school needs (Clark, 1983; Coleman, 1987; Educational Commission of the States, 1988; Epstein & Becker, 1982). It is not surprising, therefore, that little attention has been paid to schools helping parents and caretakers meet their own needs. Schools do offer some activities, such as parent support groups and classes to teach parents English as a second language, that may help parents and contribute to their well-being (e.g., by improving parenting or literacy skills). However, the rationale for expending resources on these activities usually is that they enhance parents' ability to play a greater role in improving schooling.

It seems reasonable to suggest that another reason for involving parents is to support their efforts to improve the quality of their lives. Included here is the notion of the school providing a social setting for parents and, in the process, fostering a psychological sense of community (Sarason, 1972, 1982; see also Haynes, Comer, & Hamilton-Lee, 1989). This involves creation of a setting where parents, school staff, and students want to and are able to interact with each other in mutually beneficial ways that lead to a special feeling of connection. It also encompasses finding ways to account for and celebrate cultural and individual diversity in the school community.

To these ends, ways must be found to minimize transactions that make parents feel incompetent, blamed, or coerced. Concomitantly, procedures and settings must be designed to foster informal encounters, provide information and learning opportunities, enable social interactions, facilitate access to sources of social support (including linkage to local social services), encourage participation in decision making, and so forth.

Examples abound. Parents might be encouraged to drop in, be volunteers, participate in publishing a community newsletter, organize social events such as breakfasts and potluck dinners for families of students and staff, plan and attend learning workshops, meet with the teacher to learn more about their child's curriculum and interests, help initiate parent support and mutual aid groups and other social networks, share their heritage and interests, check out books and attend story hours at the school's library, and go on field trips.

It should be reemphasized that the primary intent is to improve the quality of life for the participants—with any impact on schooling seen as a secondary gain. At the same time, moves toward fostering such a climate seem consistent with the effective school literature's focus on the importance of a school's climate, ethos, or culture (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Purkey & Smith, 1985; Rutter, 1981).

Approaching the topic from a special education orientation, Dunst et al. (1991) provided a good example of the concern about differing agendas in involving the home. In categorizing family-oriented intervention policies and practices, they contrasted those that are family-centered versus those that are not. For instance, they categorized the characteristics of family-oriented interventions in terms of six general emphases. Specifically, characteristics are differentiated with respect to a focus on (a) enhancing a sense of community, that is, "promoting the coming together of people around shared values and common needs in ways that create mutually beneficial interdependencies"; (b) mobilizing resources and supports, that is, "building support systems that enhance the flow of resources in ways that assist families with parenting responsibilities"; (c) sharing responsibility and collaboration, that is, "sharing ideas and skills by parents and professionals in ways that build and strengthen collaborative arrangements"; (d) protecting family integrity, that is, "respecting the family beliefs and values and protecting the family from intrusion upon its beliefs by outsiders"; (e) strengthening family functioning, that is, "promoting the capabilities and competencies of families necessary to mobilize resources and perform parenting responsibilities in ways that have empowering consequences"; and (f) using proactive human service practices, that is, "adoption of consumer-driven human service-delivery models and practices that support and strengthen family functioning" (all quotes from p. 117). Based on a review of the ideas underlying existing programs, they suggested interventions can be differentiated into four general categories: (a) family centered, (b) family focused, (c) family allied, and (d) professional centered.

Given that interventions to enhance home involvement are a growth industry, the underlying rationales for such involvement warrant articulation and debate. It is hoped that the preceding discussion illustrates the need for extensive exploration of social and political ramifications and clarification of policy and intervention implications. (For related discussions, see Adelman & Taylor, 1988; Feinberg, 1973; Garbarino et al., 1982; Jackson & Cooper, 1989; Lareau, 1989; McLaughlin & Shields, 1987; Mnookin, 1985; Robinson, 1974; Seeley, 1989; Swap, 1990; Valentine & Stark, 1979; Walberg, 1984).

Intervention Phases and Tasks

Drawing on the preceding perspectives and our ongoing work, my colleagues and I are developing a framework for intervening to enhance home involvement in schools and schooling. We find it useful procedurally to think about such intervention as encompassing sets of sequential phases and tasks.

The concept of sequential phases is meant to capture the idea of starting with the best general practices and moving on to more specialized interventions as needed and as feasible. Thus, our three-phase sequence begins with a broadband focus. This involves general institutional procedures designed to recruit and facilitate participation of all who are ready, willing, and

able. Then, the focus narrows to those who need just a bit more personalized contact (e.g., personal letters, phone invitations, highlighted information, and/or contact and ongoing support from other parents) or a few more options to make participation more attractive. After this, to the degree feasible, the focus further narrows to parents or caretakers who remain uninvolved or difficult, such as those with an obvious lack of interest or intensely negative attitudes toward the school. The suggested strategies in these cases continue to emphasize personalized contacts, with the addition of as many cost-intensive special procedures as can be afforded.

Four tasks have been conceived to capture the sequence of intervention activity, which ranges from initial institutional organization for enhancing home involvement through ongoing strategies to sustain such involvement. These tasks are conceived as organizing the institution, extending invitations, early facilitation, and maintenance. Each is highlighted below.

Institutional Organization for Involvement

Currently, all school districts are committed to some form of home involvement. Unfortunately, limited finances often mean that verbal commitments are not backed up with the resources necessary to underwrite programs. Regardless of district support, if homes are to become significantly involved at a school, research and experience suggest the following: on-site decision makers must (a) be committed to involving those in the home; (b) be clear about specific intent; (c) offer a range of ways for individuals to be involved; (d) be clear about what is required in recruiting, initiating, and maintaining involvement; and (e) establish and institutionalize effective mechanisms dedicated to home involvement.

As a first step, schools must come to grips with why and how they want to enhance home involvement and the implications of doing so. For instance, it is essential to recognize that successful efforts to increase such involvement may trigger a series of changes in power relationships. If the school actually is ready to share power, a developmental process is required that fosters parent interest and the specific skills needed to assume and maintain a decision-making partnership. If those with current responsibility for school and district governance are not prepared to share their power, then they probably should not describe their intent as that of creating a home–school partnership. The term *partnership* suggests that parents will have a major role to play in decision making, and this is not likely to happen when the school's intent is mainly to have parents rubber-stamp predefined objectives and processes.

On-site decision makers probably should write out their rationale for involving the home and outline a range of initial and future participation options. Such documents would be of value not only to program developers, but also to researchers and those concerned with public policy. These statements can be especially useful if they address such basic questions as the following: Is the intent just to use parents to facilitate school objectives, or will some activities be designed primarily to benefit parents (e.g., personal interest and support groups)? How much power should be ceded to parents? For instance, is the eventual intent to involve interested parents fully in decision-making councils?

Once a rationale and outline of options are clarified, the next crucial step is to establish institutional mechanisms for carrying out plans to enhance home involvement—including ways to overcome institutional barriers. Logically, a major focus is on mechanisms to recruit, train, and maintain a cadre of staff, and perhaps some parents, who have relevant interests and competence. Implied in all this is a lengthy commitment of significant resources.

Inviting Involvement

From the perspective of cognitive–affective theories of motivation, a key intervention concern is how those in the home perceive the school (Adelman, 1992; Deci & Ryan, 1985). Three concerns of particular importance with respect to involving the home are whether the general atmosphere at the school is perceived as a welcoming one, whether the school is perceived as specifically inviting involvement, and whether specific contacts are experienced as positive.

It is not uncommon for parents to feel unwelcome at school. The problem can begin with their first contact. It apparently is a familiar experience to encounter school office staff and student assistants whose demeanor seems unfriendly. The problem may be compounded by language barriers that make communication frustrating.

Beyond contacts with office staff, many parents come to school mainly when they are called in to discuss their child's learning or behavior difficulties. It is hard for even the most determined school personnel to dispel the discomfort of parents during such discussions.

Parents who feel unwelcome or "called on the carpet" cannot be expected to view the school as an inviting setting. Schools that want to facilitate positive involvement must both counter factors that make the setting uninviting and develop ways to make it attractive to parents. We have come to think of this as the welcoming or invitation problem.

From a psychological perspective, the invitation problem is seen as requiring strategies that address the attitudes that school staff, students, and parents hold regarding home involvement. That is, in most cases, involvement probably is best facilitated when attitudes are positive rather than neutral or, worse yet, hostile. And, positive attitudes about home involvement seem most likely when those concerned perceive personal benefits as outweighing potential costs (psychological and tangible).

Addressing the invitation problem begins with efforts to ensure that most communications and interactions between school personnel and home convey a welcoming tone. It is reasonable to assume that a major way that a staff's attitude about home involvement is conveyed is through a school's formal communications with the home and the procedures used to reach out to specific individuals. In addition, informal interactions between personnel and parents can be expected to reinforce or counter the impact of formal contacts.

Based on these assumptions, a primary focus of interventions designed to address the invitation problem should be on establishing formal mechanisms that (a) convey a general sense of welcome to all parents and (b) extend a personalized invitation to those who appear to need something more. A few comments may help clarify the types of strategies that seem warranted.

General Welcoming. Schools tend to rely heavily on formal dialogues and written statements in interacting and communicating with parents. As immigrant populations increase, such processes are adapted to account at least for different languages. For example, attempts have been made to supply office staff with resources for communicating with non-English-speaking parents. Such resources might include providing welcoming messages and introductory information in various languages through (a) written materials, (b) a cadre of foreign language speakers who can be called upon when needed, such as on-site staff and students or district personnel and community volunteers reachable by phone, and (c) video and computer programs.

Efforts to account for language differences as well as differences in literacy when communicating with parents clearly are essential prerequisites to making the school inviting. At the same time, the specific information communicated needs to be expressed in ways that convey positive attitudes toward parents and toward home involvement with the school. More generally, some school staff may require specific training to appreciate the importance of positive formal and informal interactions with parents and caretakers and how to maintain those interactions.

A special welcoming problem arises around newly enrolled students and their families, especially those students who enroll during the school year. Schools need to delineate steps for greeting new families, giving them essential orientation information, and encouraging involvement in ongoing activities. Such steps might include a Welcome Packet for Newcomers and introductory conferences with the principal, the student's teacher, other staff resources, and parent representatives—with the emphases both on welcoming and involving them.

Special Invitations. Invitations to the home come in two forms: (a) general communications such as mass distribution of flyers, newsletters, classroom announcements, and form letters, and (b) special, personalized contacts such as personal notes from the teacher, invitations a student makes and takes home, and interchanges at school, over the phone, or during a home visit. Parents who fail to respond to repeated general invitations to become involved may not appreciate what is available. Or, there may be obstacles to their involvement. Whatever the reasons, the next logical step is to extend the special invitations and increase personalized contact.

Special invitations can range from simple approaches, such as a note or a call, to cost-intensive processes, such as a home visit. These are directed at designated individuals and are intended to overcome personal attitudinal barriers; they can also be used to elicit information about persisting personal and impersonal barriers. For example, one simple approach is to send a *personal* request to targeted parents. The request may invite them to a specific event such as a parent–teacher conference, a school performance involving their child, a parenting workshop, or a parent support group. Or it may ask for greater involvement at home to facilitate their child's learning, such as providing enrichment opportunities or basic help with homework. If the parents still are not responsive, the next special invitation might include an RSVP and ask for an indication of any obstacles interfering with involvement.

When those at home indicate obstacles, the problem moves beyond invitations. Overcoming personal and impersonal barriers requires facilitative strategies.

Facilitating Early Involvement

As with the invitation step, the sequence of intervention phases for facilitating early involvement range from general institutional mechanisms to special personalized procedures. The sequence begins with general strategies to inform, encourage, provide support for overcoming barriers, and so forth. For example, most schools recognize the need to send frequent reminders. Another fundamental reality is that working parents have relatively few hours to devote to school involvement. Labor statistics suggest that as few as 7% of school-age children live in a two-parent household where there is only one wage earner. Thus, it is essential to accommodate a variety of parent schedules and to provide for childcare in establishing parent activities.

Beyond addressing barriers, involvement activities must be designed to account for a wide range of individual differences in interests and capabilities among those in the home and among school personnel. The diversity of knowledge, attitudes, and skills requires options for those in the home, and for school staff, that allow for participation in different *ways* and at different *levels* and *frequencies*. For example, it seems particularly important to legitimize initial minimal degrees of involvement for certain homes and to support frequent changes in the nature and scope of involvement. In general, to address individual differences, facilitation must (a) ensure that there are a variety of ways to participate, (b) sanction home participation in any option and to the degree feasible, (c) account for cultural and individual diversity, (d) enable participation of those with minimal skills, and (e) provide support to improve participation skills. Parents who already are involved could play a major role in all these facilitative efforts.

At this point, it seems relevant to reemphasize the importance of not thinking of all home involvement as school based. In particular, the primary involvement of parents who work all day may be in helping their child with homework. This may be an especially fruitful area in which to facilitate home–school collaboration through establishing good channels of communication and a supportive working relationship.

For many, the general strategies already described are sufficient. For some, however, additional outreach and support are necessary. In this regard, it may be best to start with individuals who seem somewhat approachable and whose obstacles are not intractable, and then to move on to others as soon as feasible.

Personalized interventions might focus, for example, on a parent's negative attitude toward participating in existing options. A significant number of parents view efforts to involve them at school as not worth the time or effort or view the school as hostile, controlling, or indifferent. Exceptional efforts may be required before an extremely negative parent will perceive the school as supportive and view involvement as personally beneficial.

In cases where a parent's negative attitude stems from skill deficits (e.g., doesn't speak English, lacks skills to help with homework), the option of a

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skill group is a relatively easy one to offer. The larger facilitative problem, however, is to do so in a way that minimizes stigma and maximizes intrinsic motivation. Some reluctant parents may be reached, initially, by offering them an activity designed to give them additional personal support, such as a mutual interest group composed of parents with the same cultural background or a mutual support group (e.g., Simoni & Adelman, in press). Such groups might even meet away from the school at a time when working parents can participate. In such cases, the school's role is to help initiate the groups and provide consultation as needed.

Maintaining Involvement

Available evidence indicates that there is a significant decrease in parent involvement as students get older (Epstein, 1987; Lucas & Lusthaus, 1978). The causes of this decrease have not been established, but it has been associated with a decline in intervention efforts (Epstein, 1984). Thus, as difficult as it is to involve some homes initially, keeping them involved may be even a more difficult matter.

Maintaining involvement can be seen as a problem of sustaining and enhancing intrinsic motivation (Deci & Ryan, 1985). Extrapolating from available research on intrinsic motivation, three strategies for maintaining involvement seem basic: (a) continuing to provide and vary a range of valued ways individuals can be involved; (b) facilitating their decision making among available options—including decisions to add or move from one to another; and (c) providing continuous support for learning, growth, and success—including feedback about how involvement is personally benefiting the participant. Beyond specific strategies, however, maintaining involvement may depend on the school's commitment to creating a psychological sense of community at the school and empowering the home.

Conclusion

Figure 3 offers a graphic summary of the major points discussed above. As the figure underscores, schools determined to enhance home involvement must be clear as to their intent and the types of involvement they want to foster. Although the tasks remain constant, the breadth of intervention focus can vary over three sequential phases: (a) broadband contacts—focused on those who are receptive; (b) personalized contacts—added for those who need a little inducement; and (c) intensive special contacts—added for those who are extremely unreceptive. Then, they must establish and maintain mechanisms to carry out intervention phases and tasks in a sequential manner. And, besides being involved in different types of home involvement, participants differ in the frequency, level, quality, and impact of their involvement.

Intervening to enhance home involvement in schools and schooling is as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Basic staffing must be underwritten. Additional staff may be needed; at the very least, teachers, specialists, and administrators need "released" time. Efforts to accommodate parent schedules by offering workshops and parent–teacher conferences in the evening and during weekends are likely to produce staff demands for compensatory time off or overtime pay. Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation, and supervision.

The success of programs to enhance home involvement in schools and schooling is first and foremost in the hands of policymakers. If increased home involvement in schools is to be more than another desired but unachieved aim of educational reformers, policymakers must understand the nature and scope of what is involved. A comprehensive intervention perspective makes it evident that although money alone cannot solve the problem, money is a necessary prerequisite. It is patently unfair to hold school personnel accountable for yet another major reform if they are not given the support necessary for accomplishing it. In an era when new sources of funding are unlikely, it is clear that such programs must be assigned a high priority and funds must be reallocated in keeping with the level of priority. To do less is to guarantee the status quo. ■

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Note

Terms such as *parent involvement* and even *family involvement* increasingly are recognized as unduly restrictive. Given extended families and the variety of child caretakers, *home involvement* is seen as a more inclusive term.

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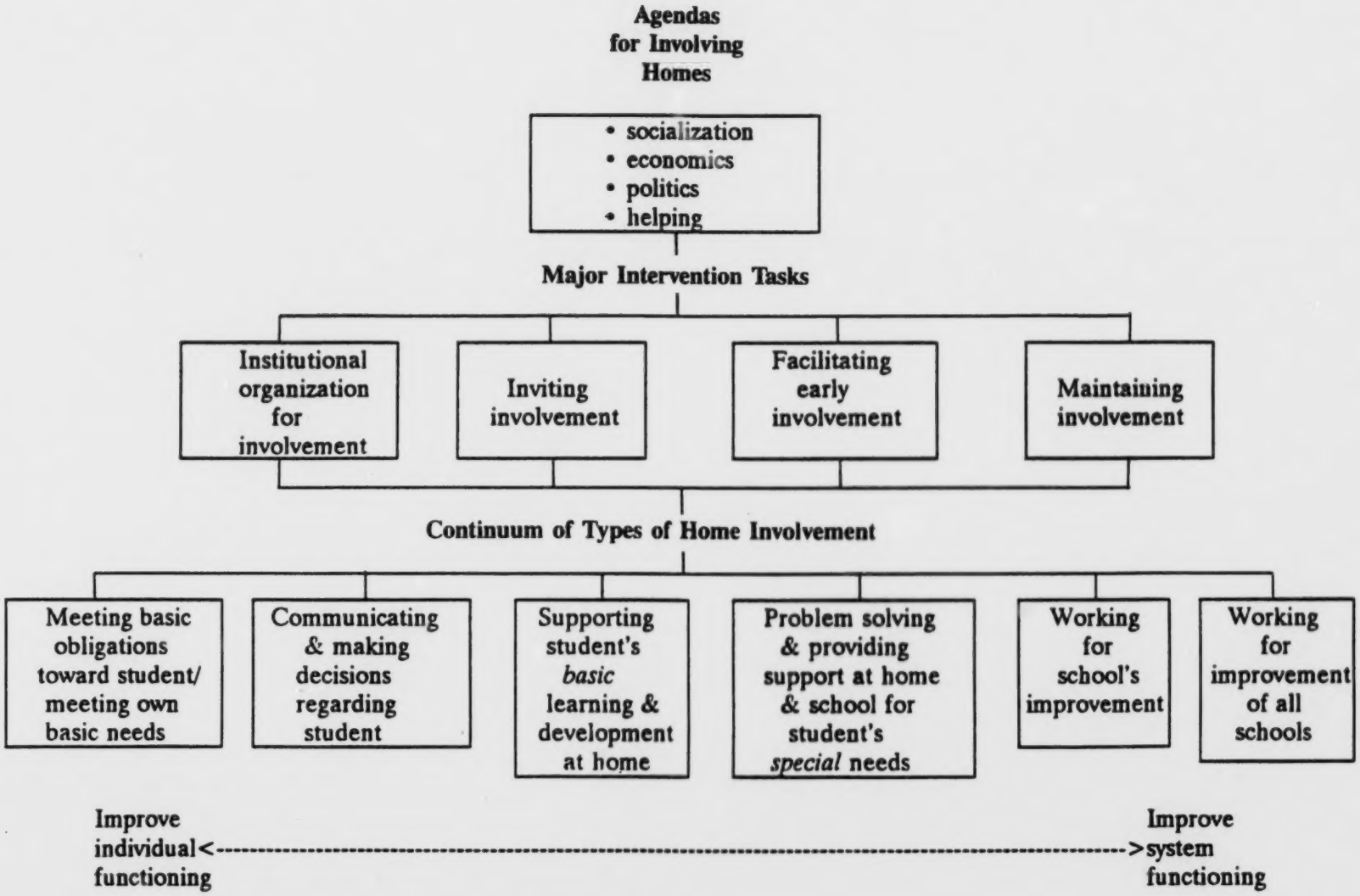
Agendas for Involving Homes
• socialization
• economics
• politics
• helping
Major Intervention Tasks
Institutional organization for involvement
Inviting involvement
Facilitating early involvement
Maintaining involvement
Continuum of Types of Home Involvement
Meeting basic obligations toward student/ meeting own basic needs
Communicating & making decisions regarding student
Supporting student's *basic* learning & development at home
Problem solving & providing support at home & school for student's *special* needs
Working for school's improvement
Working for improvement of all schools
Improve individual functioning
Improve system functioning

Figure 3. Enhancing home involvement: Intent, intervention tasks, and ways homes might be involved.

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Resource Aids

Documents from the US Dept. of Education (USDOE)

- *Reaching All Families: Creating Family-Friendly Schools*
- *Strong Families, Strong Schools*

An ERIC Digest:

Increasing the School Involvement of Hispanic Parent

National Network of Partnership 2000 Schools

Family Needs Assessment

Parent Discussion Groups

>Rationale

>General Guidelines

>Topics and Questions to Stimulate Discussion

>Specific Topic Guidelines and Related Materials

Samples of Event Descriptions and Flyers

Examples of Personal Invitations to Parents

Examples of Feedback Materials

Empowering Parents to Help Their Children

>Guiding Parents In Helping Children Learn

>Self-Help

Mapping of a School's Resources
Related to Home Involvement

Reaching All Families: Creating Family-Friendly Schools. (1997)

Washington, DC: US Dept. of Education, Office of Educational Research and Improvement. Oliver C. Moles (Ed.)

This publication is designed for school administrators and teachers, to help them involve parents and families as more active participants in their children's education. The strategies suggested here are appropriate for all students, including students with special needs. A special emphasis is placed on making all school contacts friendly and welcoming to the diverse families being served. A variety of possible school strategies are discussed. Some straightforward suggestions for helping to involve families, both as partners at back-to-school time and throughout the school year are incorporated.

Contents

1. *An Introduction to Reaching All Families*

2. *Introducing School Polices and Programs*
   - Early Fall Mailings
   - Home-School Handbooks
   - Open House
   - School-Parent Compacts

3. *Personal Contacts*
   - Parent-Teacher Conferences
   - Home Visits
   - Parent Liaisons

4. *Ongoing Communications*
   - Newsletters
   - Positive Phone Calls
   - Homework and Home Learning

5. *Special Practices and Programs*
   - Parent Resource Centers
   - Informal School-Family Gatherings
   - Parent Workshops
   - Secondary School Strategies
   - Strategies for Children With Special Needs

6. *Special Groups*
   - Involving Parents With Limited English Skills
   - Involving Single and Working Parents
   - Involving Fathers

Services of the Department

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BUILDING COMMUNITY PARTNERSHIPS FOR LEARNING

Based on *Strong Families, Strong Schools*, written by Jennifer Ballen and Oliver Moles, for the national family initiative of the U.S. Department of Education

Web prepared by the ERIC Clearinghouse on Urban Education for the U.S. Department of Education and the National Parent Information Network.

This Web provides:

- A review of the past 30 years of key research findings on the importance of involving families in their children's learning.
- Examples of family involvement efforts that are working.
- Concrete ways in which different participants in the family involvement partnership can help achieve success.

Links within this document will bring you to:

- The seven (7) **chapters** of *Strong Families, Strong Schools*.
- The **reference list** of *Strong Families, Strong Schools*, where you will find additional links to **ERIC abstracts**.
- **Other Web sites** related to families and family involvement in education.

Chapter 1: FAMILY INVOLVEMENT: The benefits are numerous and lasting.

Families can help their children at home:

- Read together
- Use TV wisely
- Establish a daily family routine
- Schedule daily homework times
- Monitor out-of-school activities

- Talk with children and teenagers
- Communicate positive behaviors, values and character traits
- Expect achievement and offer praise

Families can help their children at school:

- Require challenging coursework for middle and secondary school students
- Keep in touch with the school
- Ask more from schools
- Use community resources
- Encourage your employer to get involved

Chapter 2: SCHOOL-FAMILY PARTNERSHIPS: Schools must welcome parents and recognize their strengths.

Schools and families can work together to make schools safe.

- Establish family-school-community partnerships
- Make learning relevant to children
- Emphasize early childhood education

Families and schools can also team up to overcome barriers between them:

- Recognize parents' disconnection with public education
- Train teachers to work with parents
- Reduce cultural barriers and language barriers
- Evaluate parents' needs
- Accomodate families' work schedule
- Use technology to link parents to classrooms
- Make school visits easier
- Establish a home-school coordinator
- Promote family learning
- Give parents a voice in school decisions

Chapter 3: COMMUNITIES: Communities connect families and schools.

Community groups can increase family involvement in children's learning.

- Combat alcohol, drugs, and violence
- Reinforce successful child-raising skills
- Provide mentoring programs
- Enlist community volunteers
- Utilize senior citizen volunteers
- Offer summer learning programs
- Link social services
- Encourage parental leadership

Chapter 4: "FAMILY-FRIENDLY" BUSINESSES:

Many businesses recognize the need for parents to be involved in education.

- "Flex-time"
- Using the job site as a forum for parental support
- Child care options
- Form partnerships with schools

Chapter 5: STATES CONNECTING FAMILIES AND SCHOOLS:

Many states have developed family partnership programs.

- South Carolina
- California
- Utah
- Wisconsin
- Idaho
- Promote connections between families and schools.

Chapter 6: MAKING FEDERAL POLICIES AND PROGRAMS SUPPORTIVE:

All agencies of the federal government can provide leadership to strengthen parental involvement through their policies and programs.

- Goals 2000: Educate America Act
- Family Involvement Partnership
- Title I of the Elementary and Secondary Education Act
- School-to-Work Opportunities Act
- Other family involvement programs funded by the U.S. Department of Education

Other federal departments support the family involvement initiative.

- U.S. Department of Agriculture
- U.S. Department of Justice
- U.S. Department of Health and Human Services
- U.S. Department of Defense
- U.S. Department of Housing and Urban Development

Chapter 7: CONCLUSION

Return to UEweb home page.

Direct comments and questions about this web presentation to: Denise Gretchen dg119@columbia.edu

An ERIC Digest

The following is an example of an ERIC Digest:

Increasing the School Involvement of Hispanic Parents.

ERIC Digests are brief research syntheses available at libraries,
over the Internet or by contacting ERIC.
For more information about ERIC and ERIC Digests,
see the *Selected References* and *Internet* sections of this introductory packet.

Increasing the School Involvement of Hispanic Parents

by Morton Ingar

(This document is an August, 1992 ERIC Digest, number ED350380, from the ERIC Clearinghouse on Urban Education, New York, NY. ERIC Digests are in the public domain and may be freely reproduced.)

The importance of family structure and support for extended families remains strong among Hispanics in the U.S. despite news reports about the decline of the traditional family in general. At home, Hispanic children are usually nurtured with great care by a large number of relatives. Often, however, family members don't extend their caregiving role into their children's schools; they are reluctant to become involved in either their children's education or in school activities. In the case of poor Hispanic parents, interactions with school range from low to nonexistent (Nicolau & Ramos, 1990).

There is considerable evidence that parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economic, racial, or cultural background of the family (Flaxman & Inger, 1991). Thus, given that 40 percent of Hispanic children are living in poverty, that Hispanics are the most under-educated major segment of the U.S. population, and that many Hispanic children enter kindergarten seriously lacking in language development and facility, regardless of whether they are bilingual, speak only English, or speak only Spanish, the need to increase the involvement of Hispanic parents in their children's schools is crucial.

SCHOOLS AND HISPANICS: SEPARATED BY SOCIAL BARRIERS

In Hispanics' countries of origin, the roles of parents and schools were sharply divided. Many low-income Hispanic parents view the U.S. school system as "a bureaucracy governed by educated non-Hispanics whom they have no right to question" (Nicolau & Ramos, 1990, p. 13). Many school administrators and teachers misread the reserve, the non-confrontational manners, and the non-involvement of Hispanic parents to mean that they are uncaring about their children's education--and this misperception has led to a cycle of mutual mistrust and suspicion between poor Hispanic parents and school personnel.

Many schools have unconsciously erected barriers to Hispanic parents, adopting a paternalistic or condescending attitude toward them. In some cases, parent-teacher organizations meet during working hours, and material sent home is in English only. Few teachers or administrators are offered guidance or training to help them understand and reach out to Hispanic parents, and school personnel rarely speak Spanish. Less than three percent of the nation's elementary school teachers, less than two percent of secondary teachers, and only two percent of other school personnel are Hispanic (Orum & Navarette, 1990).

THE HISPANIC FAMILY: AN UNTAPPED RESOURCE

One step that schools can take is to understand and tap into an important and underutilized source of strength--the Hispanic extended family. Aunts, uncles, grandparents, cousins, godparents, and even friends all play a role in reinforcing family values and rearing children. This is a resource that schools can and should draw on.

With budget cuts affecting virtually every school district in the country, public schools have turned to parents for help. Parents keep school libraries open, raise funds for computers and playground equipment, and, at some schools, even pay out of their own pockets to continue before- school and after-school enrichment programs. Although worthwhile, these efforts raise troubling questions: "What happens to schools in which parents do not have enough money to compensate for the system's failings?" (Chira, 1992). And what happens at schools where Hispanic parents are not involved and therefore are not available to supplement the school's staff? Does this put their children at an increased competitive disadvantage? Budget crises thus reinforce the urgency for schools to break down the barriers between them and Hispanic families.

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Through expanded outreach efforts, a budget crisis could be an opportunity to bring Hispanic family members into the school. Even if the parents are working and cannot volunteer their time, other available family members could serve as a pool of potential volunteers. If the schools need their help, and if this need is made clear, Hispanic family members are more likely to feel welcome, useful, and respected, and this participation could lead to a fuller involvement with the school.

But the need for schools to work with what Delgado (1992) calls the "natural support systems" of Hispanics--e.g., the extended family, neighborhood mutual-help groups, community based organizations--goes beyond the short-term exigencies of a budget crisis. By working with these natural support systems and not insisting on meeting only with the nuclear family, schools can draw poor Hispanic families into the system.

REMOVING THE BARRIERS

Some educators, community groups, and government agencies are working to develop ways to encourage greater participation by low-income, non- English-speaking parents. Some school districts now employ a range of special training programs to help parents build self-esteem, improve their communication skills, and conduct activities that will improve their children's study habits. Within the U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Project Even Start provides assistance to instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children.

In the private sphere, many Hispanic organizations have undertaken a variety of projects to improve the relationship between schools and poor Hispanic families. For example, the Hispanic Policy Development Project (HPDP) conducted a nationwide grant program to promote and test strategies to increase Hispanic parental involvement in the schooling of their children. And the National Council of La Raza (NCLR) runs a series of demonstration projects, called Project EXCEL, that combine tutoring and enrichment programs for Hispanic children with training seminars for parents.

RECOMMENDATIONS

The following recommendations are based on what has been learned from the efforts of educators and community groups to improve Hispanic parent involvement.

Programs that increase and retain the involvement of Hispanic parents follow a simple, basic rule: they make it easy for parents to participate. In Detroit's Effective Parenting Skills Program, for example, programs and materials are bilingual, baby-sitting is provided, there are no fees, and times and locations of meetings are arranged for the convenience of the parents (Linn, 1990, cited in Flaxman & Inger, 1991). Other programs provide interpreters and transportation.

Outreach efforts require extra staff. They take considerable time and cannot be handled by a regular staff person with an already full job description. Also, successful outreach is organized by people who have volunteered, not by people who have been assigned to the job.

Hispanic parents need to be allowed to become involved with the school community at their own pace. As the Hispanic Policy Development Project (HPDP) learned, "All the schools that felt that poor Hispanic parents should begin their involvement by joining the existing parents' organizations failed" (Nicolau & Ramos, 1990, p. 18). Before they join existing parent organizations, Hispanic parents want to acquire the skills and the confidence to contribute as equals.

The hardest part of building a partnership with low-income Hispanic parents is getting parents to the first meeting. HPDP found that impersonal efforts--letters, flyers, announcements at church services or on local radio or TV--were largely ineffective, even when these efforts were in Spanish. The only successful approach is personal: face-to-face conversations with parents in their primary language in their homes.

Home visits not only personalize the invitations but help school staff to understand and deal with parents' concerns. The schools learn, for example, which families need baby-sitting or transportation; and the parents learn whether they can trust the

school staff or otherwise allay their fears about attending.

Since many low-income Hispanics feel uncomfortable in schools, successful projects hold the first meetings outside of the school, preferably at sites that are familiar to the parents. Successful first meetings are primarily social events; unsuccessful ones are formal events at school, with information aimed "at" the parents.

To retain the involvement of low-income Hispanic parents, every meeting has to respond to some needs or concerns of the parents. Programs that consult with parents regarding agendas and meeting formats and begin with the parents' agenda eventually cover issues that the school considers vital; those that stick exclusively to the school's agenda lose the parents.
Based on what it learned from its 42 School/Parent projects, HPDP concluded that overcoming the barriers between schools and Hispanic parents does not require large amounts of money; it does require personal outreach, non-judgmental communication, and respect for parents' feelings. HPDP found that although Hispanic school personnel can facilitate the process, non- Hispanics can also be effective. In fact, HPDP reported that the two most successful and innovative programs were led by a Chinese principal and an Anglo principal. Both, however, spoke Spanish.

RESOURCES

ASPIRA 1112 16th St., NW, Suite 340 Washington, DC 20036
Hispanic Policy Development Project 250 Park Ave. South, Suite 5000A New York, NY 10003
Mexican American Legal Defense Fund 634 South Spring St., 11th Floor Los Angeles, CA 90014
National Council of La Raza 810 First St., NE, Suite 300 Washington, DC 20002-4205
National Puerto Rican Coalition 1700 K Street, NW Washington, DC 20006

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A Project You Can Join to Obtain Assistance for Program Development

National Network of Partnership-2000 Schools

Joyce L. Epstein
Co-Director, Center on Families, Communities, Schools and Children's Learning
Johns Hopkins University

Most educators want to build strong school-family-community partnerships, but most have not reached this goal. Indeed, developing good connections of home, school, and community is an on-going process that takes time, organization, and effort. Based on more than a decade of research and the work of many educators, parents, students, and others, we know that it is possible for all elementary, middle, and high schools to develop and maintain good partnerships with families and communities. It is time to take action.

Schools, districts, and state departments of education are invited to join our Center's National Network of Partnership-2000 Schools at Johns Hopkins to put in place permanent and positive programs of school-family-community partnerships by the year 2000. Each Partnership-2000 School will strengthen its program by addressing *six major types of involvement*. Each school will use an *Action Team approach* and will tailor its plans and practices to the needs and interests of its students, parents, and teachers. District and state leaders are invited to organize their leadership activities to assist increasing numbers of schools to conduct these activities. (Research and development supporting this work is described in J. Epstein, "School/Family/Community Partnerships: Caring for the Children We Share," in Phi Delta Kappan, May, 1995, pp. 701-712)

Members of the Network will work with this Center for at least three years to improve connections with students, families, and communities. There is no membership fee to join the Network, but states, districts, and schools must meet a few requirements:

At the SCHOOL level, each Partnership-2000 School will:

- Create an Action Team for School, Family, and Community Partnerships.
- Use the framework of six types of involvement to plan and implement a program of partnership.
- Allocate an annual budget for the work and activities of the school's Action Team.

At the DISTRICT level, each Partnership-2000 District will:

- Assign one full-time-equivalent (FTE) facilitator to work with 10 to 25 schools to create their Action Teams for Partnerships. Part-time coordinators may work in districts with fewer than 10 schools.
- Allocate an annual budget for the District's work and activities to develop, strengthen, and maintain programs of partnership.
- Assist each participating school to fulfill the requirements listed above for the school level.
- Create a Department of School, Family, and Community Partnerships to organize this work. (Optional for large districts)

At the STATE level, each Partnership-2000 State will:

- Identify an Office, Department, or Center for School, Family, and Community Partnerships in the State Department of Education. This division must have at least one professional full-time-equivalent (FTE) leader and adequate professional and support staff to coordinate and conduct activities for school-family-community partnerships across districts.
- Allocate an annual budget for the work of this office and the activities to support the districts and schools in the project.
- Assist each participating district and/or school to fulfill the requirements listed above for the district and school levels.

ALL PARTNERS in the National Network of Partnership-2000 Schools will:

- Communicate semi-annually with this Center to share plans and progress.

To assist you with your work, THIS CENTER will:

- Issue a **certificate of membership** to each school, district, and state in the National Network of Partnership-2000 Schools.
- Supply a **manual** to school, district, and state leaders to guide the work of the Action Teams in all schools.
- Conduct **annual training workshops** at Johns Hopkins to bring together the Key Contacts from the schools, districts, and states in the National Network of Partnership-2000 Schools.
- Distribute a **semi-annual newsletter** to share examples of good practices and guidelines for continuous progress in program development.
- Provide **on-call** and **e-mail assistance** from this Center's staff.
- Offer optional **research and evaluation opportunities** to participating schools, districts, and states to learn about the processes and effects of partnership.

The National Network of Partnership-2000 Schools is open to all states, districts, intermediate units, and schools that agree to the required components. Members may add other creative elements to expand their programs. Schools may be part of other school improvement programs. Partnership-2000 is not an "extra" program, but offers a research-based framework and strategies to help any school organize productive school-family-community partnerships.

If your school, district, or state is ready to take action to develop and maintain strong and positive school-family-community partnerships, you are invited to join the National Network of Partnership-2000 schools. To receive an invitation, an overview of the plans, and membership forms for schools, districts, or states, write to: Dr. Joyce L. Epstein, Director, Partnership-2000 Schools, Center on Families, Communities, Schools and Children's Learning & CRESPAR, 3505 North Charles Street, Baltimore, MD 21218. Or contact Karen Salinas tel: 410-516-8818 fax: 410-516-8890.

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FAMILY NEEDS ASSESSMENT

This is an example of a questionnaire designed to be mailed to parents to clarify awareness of opportunities for involvement at school, involvement interests and attitudes, current involvements, and barriers to involvement. In instances when questionnaires are not returned, a follow-up phone interview may be productive.

MAIL FORM QUESTIONNAIRE

This questionnaire is part of a project your child's school and are working on together. It is intended to find out what you think about the programs your child's school is offering to parents and about which ones you like. We need to know what parents think in order to improve programs.

It takes about 15 minutes to fill out. What you tell us is confidential. That is, we only tell the school about what parents are saying; we never tell them who said it.

We really appreciate your help in this project. If you have any questions please call:

==========

Student's name_____ School: _____

Your name:_____

Your relationship to the student:_____

1. Besides the student named above, do you have other children who go to school? ___ (If yes, how many?)_____
   What are their ages? _____ _____ _____ _____
   Do you have any other children? ___ (If yes, how many?)_____
   What are their ages? _____ _____ _____ _____

2. Please put a checkmark ( ) next to the activities that your child's school offers for parent participation.

Does the school offer parents a chance ...

__ to be in the PTA (or a similarly large, voluntary organization of parents and teachers)
__ to volunteer in the classroom
__ to volunteer for special events
__ to attend student performances
__ to attend parent workshops
__ to attend parent support groups
__ to attend amnesty classes
__ to attend English Second Language classes
__ to have parent-teacher conferences
__ to talk with teachers at other times about a child
__ to talk with the principal
__ to visit a child's classroom
__ to be on the a school advisory board
__ to be on a bilingual advisory board
__ to be on a Shared Decision Making Council
__ other (specify):_____

CUESTIONARIO DE CORREO

Este cuestionario es parte de un proyecto que la escuela de su niño(a) y
estan desarrollando juntos. Proponemos averiguar que piensa usted de los programas que se estan ofreciendo para los padres en la escuela de su hijo y cuales le gusta. Necesitamos saber lo que piensan los padres para mejorar los programas.

El cuestionario toma mas o menos quince minutos para llenar. Lo que usted contesta es confidencial. Solamente informamos a las escuelas lo que opinan los padres; Nosotros nunca les decimos quien lo dijo.

Nosotros realmente apreciamos su ayuda con este proyecto. Si usted tiene cualquier preguntas, por favor llame a
en el numero

_____

Nombre de el estudiante:_____ Escuela:_____

Su nombre:_____

Su relación al estudiante:_____

1. ¿Ademas de el estudiante nombrado arriba, tiene usted otros niños en escuela? ____ (Si tiene otros niños, cuantos son?)_____
¿Cuales son sus edades?_____ _____ _____ _____
¿Tiene usted otros niños? ____ (Si tiene otros niños, Cuantos son?)_____
¿Cuales son sus edades?_____ _____ _____ _____

2. Por favor indique con una marca al lado de las actividades que la escuela de su hijo ofrece.

¿Quiero saber si la escuela les ofrecen a los padres la oportunidad de ....?

__ participar en la Asociación de Padres y Maestros
__ ser voluntario en la clase
__ ser voluntario para ocasiones especiales
__ asistir programas de los estudiantes
__ asistir talleres de capacitación de padres
__ asistir grupo de apoyo de padres
__ asistir clases de amnistia
__ asistir clases de ingles como segunda idioma
__ asistir conferencias de padres y maestros
__ hablar con maestros de vez en cuando acerca de su hijo
__ hablar con el director de la escuela
__ visitar la clase de su hijo
__ participar en la junta consejera escolar

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3. Please put a checkmark ( ) beside all activities participated in?

Mother has	Father has	
_____	_____	been in the PTA
_____	_____	volunteered in the classroom
_____	_____	volunteered for special events
_____	_____	attended student performances
_____	_____	attended parent workshops
_____	_____	attended parent-teacher conferences
_____	_____	attended open house
_____	_____	attended parent support groups
_____	_____	attended amnesty classes
_____	_____	attend English Second Language classes
_____	_____	talked with teachers at school at other times
_____	_____	talked with the teacher on the phone
_____	_____	talked with principal
_____	_____	visited a child's classroom
_____	_____	been on a school advisory board
_____	_____	been on a bilingual advisory board
_____	_____	been on a Shared Decision Making Council
_____	_____	other (specify):_____

4. Some parents who want to come to school activities find it hard to do so. Is it difficult for you to come to school events? (Please circle answer) YES NO

5. Please put a checkmark ( ) beside any of the following which have made it difficult to be involved at school?

Mother	Father	
_____	_____	work schedule
_____	_____	no transportation
_____	_____	no baby sitter
_____	_____	has trouble with English (If so, "What language do you feel most comfortable speaking?"_____
_____	_____	feels out of place at the school
_____	_____	events are scheduled at a bad time of day
_____	_____	just too busy, don't really have time
_____	_____	other (specify):_____

(Please circle answers)

6. Has the school sent you enough information about parent programs and activities? YES NO

7. Some parents feel that the teacher should handle all of a student's schooling and not ask parents to get involved. Others feel that while a teacher should handle all of the child's schooling, it is good for parents to get involved.

__ participar en la junta consejera bilingue
__ participar en el concilio de toma de decisiones compartidas
__ otras (sea especifico):_____

3. Por favor indique con una marca al lado de todas las actividades escolares que ustedes han participado.

Madre ha	Padre ha	
_____	_____	participado en la Asociación de Padres y Maestros
_____	_____	sido voluntario en la clase
_____	_____	sido voluntario para ocasiones especiales
_____	_____	asistido programas de los estudiantes
_____	_____	asistido talleres de capacitación de padres
_____	_____	asistido grupo de apoyo de padres
_____	_____	asistido clases de amnistia
_____	_____	asistido clases de ingles como segunda idioma
_____	_____	asistido conferencias de padres y maestros
_____	_____	hablado con maestros de vez en cuando acerca de su hijo
_____	_____	hablado con el director de la escuela
_____	_____	visitado la clase de su hijo
_____	_____	participado en la junta consejera escolar
_____	_____	participado en la junta consejera bilingue
_____	_____	participado en el concilio de toma de decisiones compartidas
_____	_____	otras (sea especifico):_____

(Por favor indique su respuesta con un circulo.)

4. Algunos padres que quieren participar en las actividades escolares se les hace dificil. ¿Es difícil para usted venir a los programas escolares? Sí No

5. Por favor indique con una marca (x) al lado de cualquiera de las siguientes problemas comunes que se le han hecho difícil para participar en la escuela.

Madre	Padre	
_____	_____	horario del trabajo
_____	_____	no tener transportación
_____	_____	no tener quien le cuide los ninos
_____	_____	problemas con el ingles
_____	_____	sentirse incomodo(a) en la escuela
_____	_____	los programas estan en mala hora del dia
_____	_____	estoy muy ocupado; no tengo tiempo para participar
_____	_____	otra rázon (sea especifico):_____

(Por favor indique su respuesta con un circulo.)

6. ¿Le ha mandado la escuela a usted bastante información acerca de actividades y programas para los padres? Sí No

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Do you think it is right for teachers to ask for parent involvement in their child's schooling? YES NO

8. When your children need help with schoolwork, do you know good ways to help them? YES NO

9. Parents differ in how involved they can be with their children's schooling. Do you think you have been less involved than other parents seem to be OR more involved than other parents? LESS INVOLVED MORE INVOLVED

10. Do you think teachers don't really want parents to help in their child's schooling OR that they really do want parents to help? DON'T WANT HELP DO WANT HELP

11a. Do you think schools should ask parents to do more to make it easier for their children to get to school on time (e.g., wake children up, make sure they leave home in time, walk or drive them to school)? YES NO

b. Do you think schools should ask parents to do more to make home a better place to study (e.g., provide a quiet place to study, provide paper and pencils, etc.)? YES NO

c. How often do you find you have to do more to make it easier for your children to get to school on time and to study at home?

Never Every few months Once a Month At least Once a week

d. How important is it for you to do more to make it easier for your children to get to school on time and to study at home?

__ Not at all important
__ Not too important
__ Important
__ Very important

e. Have the schools suggested ways that you can do more at home to make it easier for your children to get to school on time and to study at home? YES NO

12a. Do you think schools should ask parents to come to school to talk to teachers about how their children are doing? YES NO

b. How important is it for you to come to school to talk to teachers about how your children are doing?

__ Not at all important
__ Not too important
__ Important
__ Very imp.

7. Algunos padres piensan que el maestro debe de dirigir toda la educación de sus hijos y que no deberia de pedir que participen los padres. Otros piensan que mientras que el maestro deberia de dirigir la educación de su hijo, es bueno que los padres participen.

¿Piensa usted que los maestros deberian de pedirles a los padres que participen en la educación de sus hijos? Sí No

8. ¿Cuando sus hijos necesitan ayuda con su tareas, sabe usted maneras buenas para ayudarles? Sí No

9. Padres no estan de acuerdo en que tanto pueden participar en la educación de su hijos. ¿Piensa usted que ha participado menos que otros padres O mas que los otros padres? Menos Mas

10. ¿Piensa usted que los maestros en realidad no quieren que los padres ayuden en la educación de sus hijos O que en realidad quiren que los padres ayuden?
No Quieren Ayuda Sí Quieren Ayuda

11a. ¿Piensa usted que las escuelas deberian de pedirles a los padres que hagan más para serle más fácil a los ninos a llegar a tiempo a la escuela? Por ejemplo, levantar el nino, asegurar que salgan de casa a tiempo, caminarlos o manejarlos a la escuela.
Sí No

11b. ¿Piensa usted que las escuelas deberian de pedirles a los padres que hagan más para hacer el hogar un mejor lugar para estudiar? Por ejemplo, proveer un lugar quieto para estudiar, proveer papel y lapices. Sí No

11c. ¿Cuantas veces encuentra usted que necesita hacer más para facilitar que sus ninos lleguen a la escuela a tiempo y que estudien en casa?

NUNCA CADA CUANTOS MESES UNA VEZ AL MES A LO MENOS UNA VEZ POR SEMANA

11d. ¿Que tan importante es para usted hacer más para facilitar que sus hijos lleguen a la escuela a tiempo y que estudien en casa?

NO ES NADA IMPORTANTE NO ES MUY IMPORTANTE ES IMPORTANTE MUY IMPORTANTE

11e. ¿Han sugerido las escuelas maneras para que usted pueda hacer más en casa para serle más fácil a sus hijos llegar a la escuela a tiempo y que estudien en la casa? Sí No

12a. ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para hablar con los maestros sobre el progreso de sus hijos? Sí No

c. How important is it to talk to teachers when your children are having trouble at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. How important is it to talk to teachers when your children are doing O.K. at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

e. How often do you talk with teachers?

Never Every few months Once a Month At least Once a week

f. Have you ever asked for a meeting with one of your children's teachers? YES NO

g. Have the schools suggested ways to make it easier for you to talk with teachers? YES NO

13a. Do you think schools should ask parents to come to school for student programs? YES NO

b. How often do you attend student programs?

Never Every few months Once a Month At least Once a week

c. How important to you is it to come to student programs?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. Have the schools suggested ways to make it easier for you to come to student programs? YES NO

14a. Do you think schools should ask parents to participate in activities with other parents at school? YES NO

b. How often do you participate in activities with other parents at school?

Never Every few months Once a Month At least Once a week

12b. ¿Que tan importante es para usted venir a la escuela para hablar con los maestros sobre el progreso de su hijo?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

12c. ¿Que tan importante es hablar con los maestros cuando sus hijos estan teniendo problemas en la escuela?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

12d. ¿Que tan importante es hablar con los maestros cuando su hijos estan progresando satisfactorio?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

12e. ¿Que tan frequentemente habla usted con los maestros?

NUNCA | CADA CUANTOS MESES | UNA VEZ AL MES | A LO MENOS UNA VEZ POR SEMANA

12f. ¿Ha pedido usted una junta con uno de los maestros de su hijo? Sí No

12g. ¿Han sugerido las escuelas maneras más faciles para que usted hable con los maestros? Sí No

13a. ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para los programas de los estudiantes? Sí No

13b. ¿Que tan frequentemente asiste usted los programas de los estudiantes?

NUNCA | CADA CUANTOS MESES | UNA VEZ AL MES | A LO MENOS UNA VEZ POR SEMANA

13c. ¿Que tan importante es para usted venir a los programas de los estudiantes?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

13d. ¿Han sugerido las escuelas maneras mas faciles para que usted venga a los programas de los estudiantes? Sí No

14a. ¿Piensa usted que las escuelas deberian pedirles a los padres que participen en actividades con otros padres en la escuela? Sí No

14b. ¿Que tan frequentemente participa usted en actividades con otros padres en la escuela?

NUNCA | CADA CUANTOS MESES | UNA VEZ AL MES | A LO MENOS UNA VEZ POR SEMANA

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c. How important to you is it to participate in activities with other parents at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. Have the schools suggested ways to make it easier for you to participate in activities with other parents at school? YES NO

15a. Do you think schools should ask parents to help out at school (e.g., to assist teachers and help with fund raising)?
YES NO

b. How often do you help out at school?

Never Every few months Once a Month At least Once a week

c. How important to you is it to help out at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. Have the schools suggested ways to make it easier for you to help out at school? YES NO

16a. Do you think schools should ask parents to help their children do their schoolwork? YES NO

b. Please check whether you or another person helps your child with schoolwork.

__ I help with schoolwork
__ Another person helps with schoolwork
__ No one helps with schoolwork

c. How often is help with schoolwork provided?

Never Every few months Once a Mo. Once a week Almost Everyday

d. If help with school is provided, how much time is spent in doing so?

Less than 5 min. 15 min. 30 min. 45 min. More than 1 hour

e. If such help is provided, with what types of schoolwork is help given?

Reading Writing Spelling Drawing Math Other:_____

14c. ¿Que tan importante es para usted participar en actividades con otros padres?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

14d. ¿Han sugerido las escuelas maneras más faciles para que usted participe en actividades con otros padres en la escuela?

Sí No

15a. ¿Piensa usted que las escuelas deberian pedirles a los padres que ayuden en las escuelas? Por ejemplo, ayudarles a los maestros. Sí No

15b. ¿Que tan frequentemente ayuda usted en la escuela?

NUNCA | CADA CUANTOS MESES | UNA VEZ AL MES | A LO MENOS UNA VEZ POR SEMANA

15c. ¿Que tan importante es para usted ayudar en la escuela?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

15d. ¿Han sugerido las escuelas maneras más faciles para que usted ayude en la escuela? Sí No

16a. ¿Piensa usted que las escuelas deberian pedirles a los padres que ayuden a sus hijos hacer sus tareas? Sí No

16b. ¿Quien ayuda a sus hijos con sus tareas? (Por favor indique con una marca si usted o otra persona lo ayuda con su tarea)

__ Yo los ayudo con la tarea.
__ Otra persona los ayuda con la tarea.
__ Nadie los ayuda con la tarea.

16c. Que tan frequentemente ofrecen ayuda con las tareas?

NUNCA | CADA CUANTOS MESES | UNA VEZ AL MES | UNA VEZ POR SEMANA | CASI TODOS LOS DIAS

16d. ¿Si ayudan, cuanto tiempo se toma usted cuando le ayuda a su hijo con su tarea?

Menos que 5 minutos | 15 minutos | 30 minutos | 45 minutos | Una hora

16e. ¿Si ayudan, con cuales temas le ayuda usted a su hijo?

Lectura Escritura Ortografía Dibujo Matemática Otro:___

f. If such help is provided, which of the following is done?

__ watching to be certain the work is done.
__ sitting with a child to help when needed
__ showing a child how to do the work
__ encouraging a child to try harder
__ checking the work to be sure it is done right
__ doing some of the work when a child finds it too hard
__ Other (specify):_____

g. How important to you is it to provide help when your children do their schoolwork?

__ Not at all important
__ Not too important
__ Important
__ Very important

h. Have the schools suggested ways to make it easier for you to help your children do their schoolwork? YES NO

i. When you work with your children does it usually turn out to be a good or a bad experience for you? Good Bad

And how is it for your children? Good Bad

17a. How would you rate your past experiences with your children's schooling?

Very negative Negative Positive Very positive

b. How would you rate your own past experience with your own schooling?

Very negative Negative Positive Very positive

18. How welcome do you feel at your children's school?

Very welcome Welcome Not very welcome Very Unwelcome

19. In some families, several people are involved in a child's schooling. Which of the following, if any, are involved with your children's schooling?

__ Mother
__ Father
__ Sister
__ Brother
__ Grandmother
__ Grandfather
__ Aunt
__ Uncle
__ Cousin
__ Friend
__ Baby sitter

C1

16f. ¿Si ayudan, que de las siguientes cosas hacen ustedes?

(Por favor indique con una marca al lado de su respuesta)

__ Lo mira para estar seguro que termina la tarea.
__ Se sienta ud. con su hijo para darle ayuda cuando lo necesita
__ Lo enseña como hacer el trabajo
__ Lo apoya para que haga mas esfuerzo
__ Verifica su tarea para estar seguro que la hizo bien
__ Hace un poco de la tarea que es difícil para su hijo
__ Otra (sea especifico):_____

16g. ¿Que tan importante es para usted poder ayudar cuando sus hijos hacen su tarea?

NO ES NADA IMPORTANTE | NO ES MUY IMPORTANTE | ES IMPORTANTE | MUY IMPORTANTE

16h. ¿Han sugerido las escuelas maneras más faciles para que usted le ayude a su hijo con su tarea? Si No

16i. ¿Cuando usted trabaja con su hijo, normalmente se le hace buena O mala la experencia para usted? BUENA MALA

¿Y como es la experencia para su hijo? BUENA MALA

17a. ¿Como describiría usted su experencia con la educación de sus hijos?

FUE MUY NEGATIVA | NEGATIVA | POSITIVA | MUY POSITIVA

17b. ¿Como describiría usted su propia experencia con su educación?

FUE MUY NEGATIVA | NEGATIVA | POSITIVA | MUY POSITIVA

18. ¿Que tan agusto(a) se siente usted en la escuela de su hijo?

MUY AGUSTO | AGUSTO | NO MUY AGUSTO | NADA AGUSTO

#19. ¿En algunas familias, hay varias personas que participan en la educación de su niño. ¿Cuales de las siguientes personas participan en la educación de su niño?

__ Madre
__ Padre
__ Hermana
__ Hermano
__ Abuela
__ Abuelo
__ Tía
__ Tio
__ Primo(a)

PARENT DISCUSSION GROUPS

> Rationale

> General Guidelines

> Topics and Questions to Stimulate Discussion

> Specific Topic Guidelines and Related Materials

RATIONALE

The underlying rationale for offering parent discussion groups is to

- create an event that will attract parents to school
- provide a sense of personal support and accomplishment for those who attend
- clarify available services for children's problems
- introduce other opportunities for supportive parent involvement with the school.

The discussion groups themselves are guided by a wholistic orientation to parenting and the view that good parenting requires knowing how to problem solve with respect to facilitating child development. In particular, it is recognized that parents need greater awareness of

- the individual pace of child development and the range of individual differences among children
- what they can do to create an enriched and nurturing environment that allows a child to learn, grow, explore, and play in ways that will benefit the child at school and at home
- ways parents can be nurtured and supported in dealing with child rearing problems through involvement with other parents and school staff.

A variety of topics and handouts can be used to provide a stimulus for discussion. Examples follow. The materials reflect an effort to match specific questions and concerns parents tend to raise. That is, topics that most parents want to talk about are chosen because it is best to work with the group's specific interests. Topics are meant to be used in an interactive manner with the group; thus, as additional questions are raised, the group leader flexibly guides the discussion to deal with these matters.

GENERAL GUIDELINES

A discussion group is a dynamic and interactive process. Each group is shaped by the specific concerns of the parents present. The following comments, however, address some of the most common features of the group.

Procedural Considerations:

Optimal size for a group discussion format is 8 to 15 parents. When the group exceeds 20 it seems to become more difficult for parents to share concerns and they become an "audience". In some groups, especially of families recently arrived in this country, participation may be minimal and the leader may need to be ready to share common problems and examples to initiate discussion.

Name tags are especially helpful in allowing the group to become familiar with each other and for the leader to address members by name.

Strategies that seem to make for more effective discussions:

Assist parents to see their problems are universal. They are important, shared by others, and not impossible to resolve.

Leaders attempt to facilitate rather than take an expert role with the right answers. Often the suggestions of other parents are the most helpful. The process is a discussion rather than a lecture. Sharing of ideas provides satisfaction.

There are usually group members who would like to talk privately with the leaders after the group. Time should be planned for this post-group consultation.

If someone in the group is inappropriate or dominates the discussion, validate the view and call on others to get more participation. Sometimes suggesting a one-to-one follow up for someone with a particularly difficult problem will allow the group to move to more commonly shared problems.

Often babies and young children will accompany the parents to the group. This can be distracting. If activities can be arranged in a separate part of the room and a resource person identified to supervise the children, it is less distracting to the group.

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There are advantages and disadvantages to the 2-3 meeting format. The advantage is that the meetings are full of ideas and parents are very optimistic about trying new solutions. The disadvantage is there is no time to develop working relationships and to allow parents to modify solutions so they fit their particular situation.

Topics usually discussed include dressing and getting ready for school; rules and standards around eating; bed time problems; lack of response when a child is asked to do something; arguing with children or between children; bed wetting.

A Typical Family Discussion Group Might Go As Follows

The group's leaders introduce themselves and tell about other services available as follow through on today's discussion. They stress the importance of early intervention with students who are shy or withdrawn or with those who are distracted or active.

They talk in general about the role of parents.

"It's a full-time job with no training. There are plenty of frustrations. We hope today's discussion allows you to think about ideas, about yourself, and about your child. There are no directions or specific answers.

If something works for you, even if other people don't do it that way, you probably don't need to change. For example, some people feel it's not a good idea to use sending a child to bed for punishment, but if it is effective in your family and there are no problems, that is something you don't want to alter.

We'd like to help you with problem-solving ideas for what's not working; what would you like to try?"

At this point each parent is asked to introduce him or herself and give the names and ages of their children. The person with the most or the oldest children is often named the honorary group expert.

If there is no one who volunteers, go around the group and ask them to name two things about their children they wish were different and two things they like and don't want changed. It is often clear to the group that there are more ideas about problems than about qualities. This is a practical introduction into the importance of parents' positive contacts with their children. Praise is the foundation of good parenting. It is important to focus on the positives. As an example of the importance of praise, you might say: If you cook your husband's favorite meal and he says, "Fantastic, thanks so much", imagine how great you would feel. It would inspire you to continue to want to please. We all want more praise. Our children feel the same way. When things are going well, it is important to let children know: "Catch them being good." Sometimes we're not

only stingy with praise, but we ruin it. Using sarcasm or linking a compliment with a criticism isn't praise. For example: "Your room looks great; now don't you wish you kept it clean like this all the time?"

Review of main points:

There are powerful alternatives to spanking, anger and yelling. One of these is praise.You need to initiate it, and this will take some practice.Try it and see how your youngster responds.

This material is best interspersed with discussion, comments and examples from the group rather than as a lecture.

Many parents have had some instruction in charting children's behaviors. They often use this as a way to see that the child's behavior warrants praise. What most have found, however, is that this contingency praise soon loses its effectiveness. A more genuine and spontaneous use of praise can reinvigorate positive improvements.

Some parents who have had some experience with behavior modification express concerns about bribing their children and paying for good behavior. Having them share their experiences and their concerns allows the leader to see what would be their next best step. Agreeing that the use of material rewards often backfires validates their experience and concern. Explaining how a broad range of positive feedback, such as special time with parents and focusing on the child's competence, can be more effective without the negative effects and can allow parents to rethink their responses.

Leaders usually bring along copies of handouts for parents that are usually relevant and helpful in typical groups. One of these presents a range of options from praise to ignoring to mild social punishment. Some time can be taken to review the handout with the parents and suggest ways to try new approaches.

The role of parents as models and their responsibilities to understand when they are responsible for setting limits as contrasted to situations where children need some choice in order to become responsible is discussed.

Often examples or problems are presented in ways that allow the leaders to set up demonstration or role play situations. The parent gets to play his or her child and the leader demonstrates the ideas being discussed. For example, a leader may walk up to the parent, look her in the eye, put an arm on her shoulder and say, "Thank you for cleaning your room." This allows the group to talk about the various verbal and nonverbal cues that were being used to increase the effectiveness of the parent's communication. **Parents are very powerful with their children and often constant battles and anger have caused each of them to be starved for love and contact.**

Leaders find that examples, humor and even sharing personal experiences facilitates the group discussion.

Parents are encouraged to use short, direct messages with their children.

They are encouraged not to have only discussion or debates to convince children. In discussing the possible value of ignoring misbehavior, you may have to help parents take the risk of actually leaving the room so that they can literally ignore the behavior (some may point out that the child, not wanting to have the misbehavior ignored, will follow).

Discussions of sibling rivalry are frequent topics.

Parents are encouraged to think about spending special time alone with each child. The value of each child as a unique and special person can be communicated. Focus on what's good so others see what you want rather than always focusing on what you don't want or what you want stopped.

In general, be aware of how you talk with your children.

Observe yourself to see if your only conversation is giving orders and directions. Try to increase the time and attention you pay in listening to each child, playing with what they're interested in, not questioning but sharing. Observe the tone you use with your children. How often are you criticizing, questioning, cautioning?

Think about your own experience at their age: did you love to do your homework?

When you need to confront a child, take care in what you say. Often the questions you ask lead the child to deny or become evasive or defensive. Perhaps you want to say what you don't like and what needs to change (rather than getting into arguments and complications regarding whether the child admitted he or she is guilty). If you give ultimatums and make threats, you need to think carefully as to whether this will help and what it is you want as an outcome. Some interactions are very dramatic for children and are lessons they learn from you in how to solve problems. We often see that the child who hits on the school yard is the child who got hit at home.

TOPICS AND QUESTIONS TO STIMULATE DISCUSSION

Examples of common topics parents are likely to be interested in discussing are understanding and dealing with specific behavior and school problems such as

- temper outbursts, aggression, and stubbornness
- trouble adjusting to new situations
- fearfulness and excessive shyness
- noncooperation and poor sharing
- stealing and lying
- learning difficulties

and

child developmental tasks such as

- understanding what's normal
- handling mealtime and bedtime
- helping a child learn responsibility and other values
- helping a child with schoolwork.

Other popular topics are

- how to listen to and talk with a child
- discipline with love
- how parents can understand and express their own feelings
- concerns of single parents and step parents
- available school and community resources .

Questions to stimulate discussion in parent groups

Behavior: temper tantrums:

- When you get angry, how do you show it?
- Do you see your child saying or doing things when angry that they've seen you do and imitate?
- Sometimes when we're tired, we get angry more easily, do you see this happening with your child?
- What would you like to change about how you handle your anger?

Building trust and confidence with your child:

- We often focus on problems instead of strengths. What are two things about your child that you like best?
- If someone were to count, do you think they would find you complimenting and praising your child more or would you be criticizing your child more? Why do you think this is so?
- How do you show your children that you love them? Through words? actions? special times?
- Remembering back, how did you feel your parents showed you that they loved you?

Communication: Listening and talking with your child.

- What's the best time at your house to listen to what you child wants to tell you?
- Are you able to become interested in what your child wants to talk about? (even if it's just a TV show or about toys)
- Talking to your child is an important way you teach, do you find it easy to talk with your child when you're alone together?

Cleaning up and learning responsibility:

- What's the normal routine at your house for getting going in the morning? What are your plans for what will happens?What actually happens?
- What specific things are your children responsible for?
- In what ways do you let your children know specifically what you expect from them?
- Are there ways your children help out withou being asked? When they do, how do you respond?

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Questions to lead off discussion at parent groups - contd.

Discipline:

- When you hear the word discipline, what do you think of?
- We learn to be parents from our own parents? When you were young, how did your parents discipline you?
- Thinking back, what worked and what didn't?
- What do you wish your parents had done differently?
- Are you happy with the way you discipline your child?
- What would you want to change, and how could you change it?

Fears and Worries:

- When our children have fears and worries it often prompts our own fears; perhaps we did something wrong as parents. Do you have such fears?
- When you feel insecure about your parenting, how do you handle your worries? Do you ask for help from others? Do you ask for reassurance? Try not to think about it?
- When your child is fearful, what is your reaction? Are you angry? Frustrated? Sympathetic?
- How do you reassure your child that he/she can master the fearful situation?

What's normal:

- How do you feel about your child qualifying for this special program?
- What are you worried about regarding your child's entry into the regular school classroom?
- What have you noticed about your child that you think makes him/her different from other children?
- Do you feel frustrated in helping your child?
- Do you think your child will grow out of his or her problems?

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SPECIFIC TOPIC GUIDELINES AND RELATED MATERIALS

The following examples illustrate specific guidelines and related handouts that can be used to stimulate discussion and provide parents with "take-away" resource material.

School And Community Resources

Getting Started

Many parents feel very much alone in raising their children. They may not have support in talking over their concerns, in sharing child care, or in getting information about what's available in their community. I'd like each of you to take a minute to think of one helpful resource in your neighborhood or community that you could share with the group. It could be a favorite park, baby sitter, pediatrician or friend. Let's go around the group and ask each of you to share a resource.

Questions

- Are there any concerns about resources that we haven't talked about?
- If you feel that this is a problem for you, what resources do you need that you don't have?
- Are there any suggestions on how to feel more supported and identify needed help?

Summary

There are many no cost and low cost resources for parents. If you feel you need some help, reach out. A phone call to a sympathetic person can mean a lot and you may be able to help others also.

Plans for At-Home Application:

If you need more help take a step toward getting it. Talk to your neighbors or other parents in the group to seek the support you need.

Resources For Parents

Helpful Books: (Get these at the library or check the bookstore for paperbacks.)

How To Parent -- by Fitzhugh Dodson
Your Child's Self Esteem -- by Dorothy Briggo
Raising A Responsible Child -- Don Dinkmeyer
The Responsive Parent -- by Mary Hoover

Educational and Vocational Training for Parents*:

The Educational Opportunity Center on 318 Lincoln Blvd., Venice (392-4527) offers free advice and counseling to help persons locate schools and training and also to get financial aid to make it possible.

Counseling for Parents and Children*:

Family Service of West Los Angeles, 400 So. Beverly Drive, 277-3624.
Thalians Child Guidance Center, Cedars Sinnai, 855-3531.

Information on Child Care Services*:

Child Care Referral Service, 1539 Euclid St., Santa Monica, 395-0448. (For information on day care centers, baby-sitters, etc.)

Advice and Help by Telephone*:

"Warm Line," a telephone service at 855-3500 especially for parents of pre-school children. For use when you want to talk over a problem you are having with your child. If they can't take your call immediately, someone will call you back.

If you lose your cool with your child and are concerned about it:

Parents Anonymous is a self-help group of parents who have group meetings. To find out about it, call 800-352-0386 toll free.

* These are examples of the resources available in the Los Angeles area.

ADJUSTING TO NEW SITUATIONS

Getting started:

In an unfamiliar situation, like these groups, it is not unusual for children to feel unsure of themselves and reluctant to leave their parents. When this behavior persists over time in familiar situations it is a problem. Have any of you had problems with your child separating from you? Let's go around the group and ask each of you to share your experience

Questions:

- Are there any concerns about childrens' adjustment to new situations we haven't discussed that you would like to raise?
- If you feel your child has problems adjusting to new situations, what do you think is the cause of these problems?
- Do any of you have suggestions about ways you've handled these problems that you would like to share?

Summary

Remember we all feel a bit uncomfortable in new situations. You teach your child how to handle this by what you say and do. Don't push a frightened child into something, he or she can't handle, but try to give them information, support, and courage to become more independent.

Plans for At-Home Application:

If your child is fearful in new situations, give them plenty of opportunities to get used to other people and other places. Take them with you to the store, the park, or visits. Encourage them as they try new things independently.

FEAR AND WORRIES

Getting Started:

Young children are a combination of strengths and vulnerabilities. In some areas they are very confident and in other areas they may be timid and unsure. Are there any areas where your child seems to have fears or worries such as fear of the dark? Let's briefly hear from each of you.

Questions:

Is there anything about fear and worries we haven't discussed that concerns you?
If your child is fearful or worried why do you think this is happening?
Do any of you have ideas on how to solve this problem; are there things that you have tried?

You may want to try these steps:
1. Talk to your child about what worries them and try to see their point of view.
2. Rather than reassure them or tell them not to worry, help them find solutions so they feel more in control (like a night light if they are afraid of the dark).
3. Show them you notice when they face their fears so they can see they're making progress.

Plans for At-Home Applications:

Watch for indications that your child is worried or fearful. Show them you want to help by trying the three steps in the summary.

DANDO INSTRUCCIONES

1. ***Sea Específico***

Cuando queremos que nuestros hi jos nos obedezcan realizamos muchas veces que nuestras reglas y instrucciones no han sido claras. Olvidamos que nuestros niños no tienen experiencia en 1a vida y no pueden razonar muy bien. Necesitan instrucciones que sean *sencillas, cortas, claras* y *específicas.*

Ejemplos: Malo: No molesta tu hermano. No lo hagas llorar.
Bueno: No pega tu hermano: No toma sus jugetes.

2. Sea Positivo

La mayoría de nuestras instrucciones a nuestros hi jos incluye las palabras Deja! y No! Estas palabras negativas insinuan criticismo. Directivos o ordenes salen mas aceptable a todoo cuando estan puesto en una forma positiva.

Empieza eliminando *Deja!* y No! de algunos de sus directivos.

Ejemplos: Malo: Deja de comer con tus dedos sucios.
Bueno: Quiero que uses tu cuchillo y tenedor cuando comas.

Malo: No entran a la casa con estos zapatos lodosos.
Bueno: Por favor, cambia tus zapatos lodosos antes de pasar la puerta, mi hijo.

3. Elimina critisimo y sarcasmo

Incluyendo criticismo o sarcasmo en sus instrucciones tiene el efecto de hacer que sus hijos se sientan malo en sí mismo o que se enojan con Ud. No fomenta el sentido de estimo personal que necesita toda persona, y no tiene efecto en hacerles mas responsivos a nuestros directivos. Muchas veces el tono critical o palabra sarcástica viene de nuestro enojo o frustración.

Empieza un plan de cortar esta clase de hablar con sus hijos.

Ejemplos: Malo: Oyes, perezoso! Cuando piensa cortar el zacate.
Bueno: Jose, te dije que cortaras el zacate la semana pasado. Hazlo ahora!

Malo: Cochino, No comes Todo. Defa algo para nosotros.
Bueno:Toma su porcion solo--dos cucharadas. Nosotros queremos comer tambien.

4. Elogia

Cocilino, No comes todo. Deja algo para nosotros. Toma su porción solo - dos cucharadas. Nosotros queremos comer tambien.

No olvida la fuerza positiva de elogio. Cunndo sus hijos cumplen con sus reglas y instruccions. Darles su aprobación con una palabra de elogio o gracias - y una sonrisa!

Reprinted from *Because I Said So*, ABehavior Guide by Dr. Howard N. Sloane, Jr.

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ARGUING

There are four good reasons, from a child's point of view, to argue with parents (1) delay, (2) cooling off, (3) wearing the parent down, and (4) power.

DELAY : If you are a child who doesn't want to do homework, who would rather watch television than take out the trash, who would prefer polishing your fingernails to cleaning your room, and who can get your parents to argue with you, have you not put off for the entire length of the argument those tasks you've been avoiding?

COOLING OFF: Some children will build an argument to such an extent and get so angry that they can't take it any more . They stalk out of the house instead of doing the chores or homework they were supposed to do.

WEARING THE PARENT DOWN : Most parents are very familiar with this technique. The child tries repeatedly, and with real tenacity, to keep arguing ... arguing... arguing... until the parent, tired and exhausted, finally says something like, "All right, all right, you want to live like a pig? Live like a pig . See if I care. " At that point, the child stalks out angrily, chores undone, with a big smile on his face.

POWER: One of the central themes of this book has to do with human beings wanting to be in control of their lives That goal is nowhere more evident than in arguments where parents really don't want to argue, yet find themselves trapped in arguments with their children If parents don't want to argue with their children, yet find themselves arguing, who is in control, parent or child? From your experience, are there children who argue just for the sake of getting parents under their control for the duration of the argument?

There is a simple solution: NEVER ARGUE WITH A KID! You can't win, but a child can. There's a payoff for kids in just getting their parents to argue with them. So, unless you **want** to argue, don't do it. Instead, deflect the argument.

DEFLECTING ARGUMENTS

Arguments have rules. As soon as you defend yourself, the child--by the rules governing arguments--has the right to defend himself against your attack; where, in turn, you get to defend yourself from his attack; until one or both of you give up. But you don't need to do that. You don't have to defend yourself against your children's arguments, or try to convince them that you're right and they're wrong.

You are about to get two powerful words that cut through any argument. Coupled with your clearly notated rule, you will find that these words help you to focus on your mandatory behavior rather than on the argument.

The words are "regardless" and "nevertheless" (or their synonyms, "be that as it may," "nonetheless," "that is not the issue"). Only use your argument deflectors once or twice. Then effectively follow through, if a rule is to be completed with "now," and see that the children do as they are told; or if you are merely stating a rule for future behavior, parry their argument with your deflectors and either walk away or send the child away, letting the child have the last word.

From : *Back in Control--How To Get Your Children To Behave*, by Gregory Bodenhamer

WAYS TO ENCOURAGE A CHILD

Praise the act, not the actor Descriptive praise of the act tells the child what specific behavior you like. A behavior that gets reinforced, tends to be repeated.

Absolutely right
That's regally nice
Thank you very much
Wow!
That's great
That's quite an improvement
Much better
Keep it up
Good job
What neat work
You really out-did yourself today
Congratulations. You only missed _____.
That's right! Good for you.
Terrific
I bet Mom and Dad would be proud to see the job you did on this
Beautiful
I'm proud of the way your worked (are working) today
Excellent work
I appreciate your help
Thank you for (sitting down, being quiet, getting right to work, etc)
Marvelous
Sharp
I appreciate your attention
You caught on very quickly
Fantastic
My goodness, how impressive!
You're on the right track now
It looks like you put a lot of work into this
That's clever
Very creative
Very interesting
Good thinking
That's an interesting way of looking at it
Now you've figured it out
That's the right answer
Now you've got the hang of it
Exactly right
Super
Superior work
That's a good point
That's a very good observation
That's an interesting point of view
That certainly is one way of looking at it
Out of sight
Nice going
You make it look easy
That's coming along nicely
I like that. I didn't know it could be done that way outstanding
Uh-huh !
Commendable

HOW TO HELP YOUR CHILD STUDY

Your Child's Education Rests on The Mastery of Three Important Skills

- Reading
- Writing
- Mathematics

An Effective Learning Process Is Made up of Four Steps

- Reading
- Understanding
- Remembering
- Reproducing in one's own thoughts and words,
    - either on paper,
    - in classroom recitation, or
    - in the case of mathematics, in solving new problems.

Time to Study

Set aside a special time each day for study time.

Place to Study

Select a place where there is GOOD LIGHTING.
The study area should be fairly quiet.
There should be NO DISTRACTIONS during study period:
-no radio, no t.v. , no friends visiting

Achievement Check List For Parents

- Spend time each day with your child on his/her homework.
- Examine work that is to be turned in.
- Work should be neat and clean.
- There should be no misspelled words.
- Question what is not clear.
- Hear work that is to be memorized.
- Check arithmetic work for neatness and cleanliness only.
- Check to see that all assigned homework has been completed.
- Check work that was returned by teacher for errors.
- Have child redo problems until work is correct.

The Most Important Weapons for Success Are

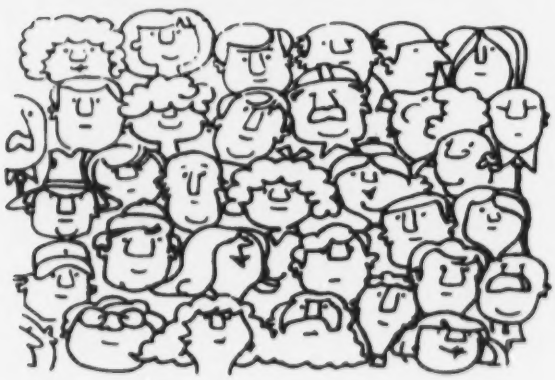
- Praise
- Encouragement
- Enthusiasm
- A good, kind ear.

SAMPLES OF EVENT DESCRIPTIONS AND FLYERS

School Name
Address

IMPORTANT!

PARENTING WORKSHOP
For parents of children in
Kindergarten, first and second grades.



Date: Thursday, May 14, 1987

Time: 10:15-11:30am

Place: School Library

Would you like to know more about:

- What to expect of your child?
- How to discipline your child?
- How to communicate with your child?

Session Sponsored by: Mental Health Intervention Program

Session Leaders: Social Worker
Kindergarten Coordinator

A SPANISH TRANSLATOR WILL BE PRESENT.

Principal

----------Please complete and return----------

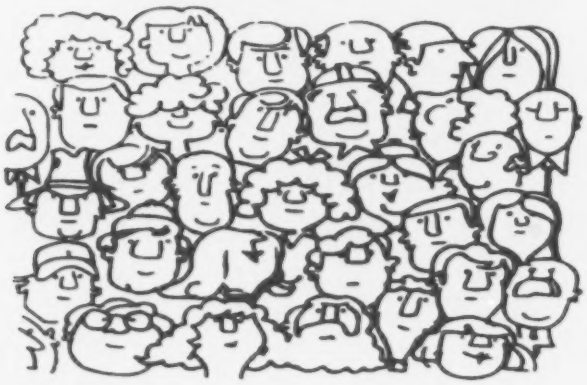
Teacher:

_____ I will attend the workshop on Thursday, May 14, 1987.
_____ I am unable to attend the worshop.

_____	_____	_____
Student's name	Room #	Parent's Signature

School Name
Address

SEMINARIO PARA LOS PADRES
Para los padres de niños en
Kindergarten, primer y segundo grados.



Día: Jueves, 14 de Mayo, 1987

Hora: 10:15-11:30 am

Lugar: La biblióteca de escuela

Quisara Ud. saber màs acerca de:

- Qué esperar de su hijo/hija?
- Cómo disciplinar a su hijo/hija?
- Cómo communicar con su hijo/hija?

Sesión apoyada por: Mental Health Intervention Program

Directoras de la sesión: Social Worker
Kindergarten Coordinator

TRACDUCTO DE ESPAÑOL ESTARÀ AQUÌ.

Director

----------Por Favor Llene y Devuelvalo----------

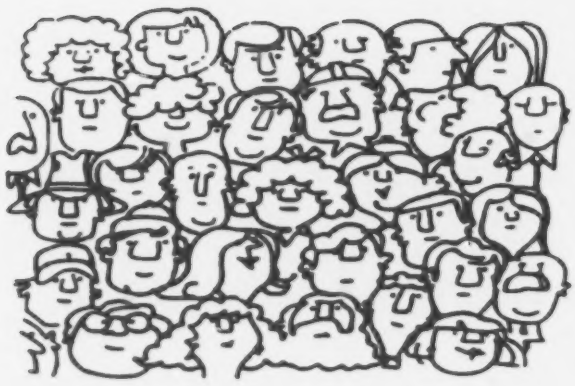
Maestro/a:

_____ Asistiré al seminario jueves, el 14 de Mayo, 1987.
_____ No puede asistir al seminario.

_____	_____	_____
Nombre del niño	Númeró del salón	Firma del Padre

School Name
Address

May 12, 1987



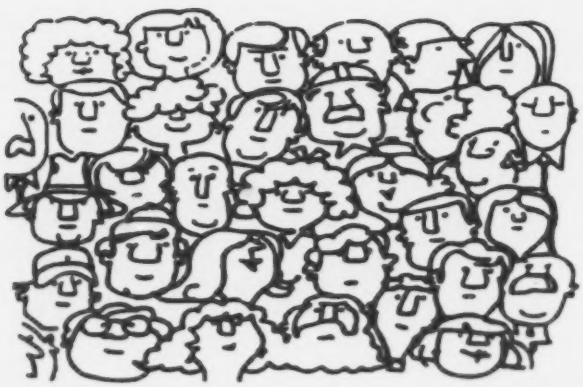
Dear Kindergarten, First and Second Grade Parents:

We hope that YOU are planning to attend the school's Parenting Skills Workshop on Thursday, May 14, 1987. Come to the school library from 10:15-11:30 am. The meeting will be conducted by the Los Angeles City School Mental Health Staff. We look forward to seeing YOU there.

Program Representative

School Name
Address

May 12, 1987



Queridos Padres de kinder, primero y segundo grados,

Espero que esten planeando atender el Jueves, 14 de Mayo a el taller de habilidades de padres de la escuela. Vengan de las 10:15 a las 11:30am a la biblioteca de la escuela. La junta sera dirigida por el personal de salud Mental de las escuelas de la ciudad de Los Angeles. Espero verlos USTEDES ahi.

Representante del programa

Please remind your parents!

* positive communication *

* help with discipline *

* self-esteem *

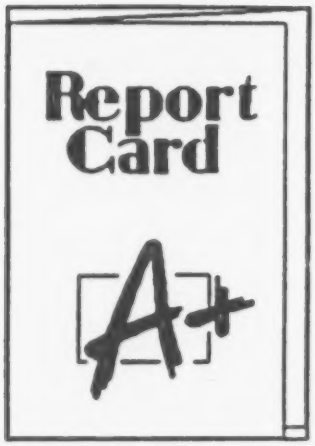
PRIMARY PARENTING WORKSHOP

Date: _____

Time: _____

PARENTS -- VOLUNTEER

DO YOU HAVE A FEW HOURS TO HELP
KINDERGARTEN & FIRST GRADERS
GET OFF TO A GOOD START?



Under supervision, you can volunteer in the morning or afternoon to work with students who need a little extra help, support, and direction.

IF YOUR ARE INTERESTED
CALL

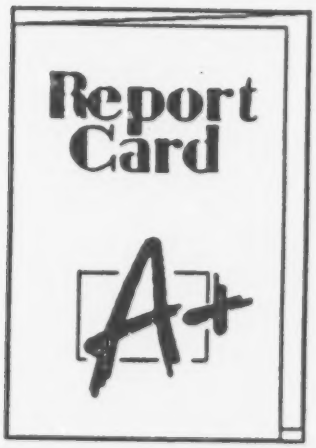
_____

AT _____

FOR MORE INFORMATION.

PADRES -- AYUDEN

¿TIENE USTED UN PAR DE HORAS PARA AYUDAR
A NINOS DE KINDERGARTEN Y PRIMARIA
EMPEZAR CON UN BUEN COMIENZO?



Bajo supervisión, usted puede voluntar por la mañana o por la tarde y trabajar con estudiantes que necesitan un poco de ayuda, apoyo, y dirección.

SI USTED ESTA INTERESADO
LLAME A

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_____

AL _____

PARA MAS INFORMACION.

EXAMPLES OF PERSONAL INVITATIONS TO PARENTS

The following examples were used to invite specific parents to a discussion group at school. Included are samples of (a) invitations sent home with students and RSVPs filled out by parents and returned by students, (b) letters mailed to parents, and (c) phone invitations made by volunteers. (English and Spanish language versions are included.)

YOU'RE INVITED

TO A DISCUSSION GROUP AT SCHOOL!

DATE: Thursday, December 14
TIME: 8:30-10:30 a.m.
PLACE: School Name

PLEASE COME

Response Card

Please have your child bring this reponse card back to class so we will know who is coming to the Parent Discussion Group.

_____ I will be coming to the Parent Discussion Group.

_____ I cannot come to the Discussion Group.

Parent's Name: _____

Student's Name: _____

ESTAN USTEDES INVITADOS

AL GRUPO DE PLÁTICA EN LA ESCUELA

FECHA: Jueves, 14 de Deciembre
HORA: 8:30-10:30 a.m.
LUGAR: School Name

POR FAVOR VENGAN

Tarjeta de Repuesta

Por favor recuerde a su hijo(a) que traiga esta tarjeta de repuesta a la clase para que sepamos quienes van a venir al Grupo de Plática para los Padres.

_____ Voy a venir al Grupo de Plática para los Padres.

_____ No voy a venir al Grupo de Plática para los Padres.

Nombre de padre: _____

Nombre de estudiante: _____

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Dear Mr./Mrs. (Personalize) ,

We're having a Parent Discussion Group on Thursday, December 14th from 8:30-10:00 a.m. at _____'s school. We hope you can come!

The purpose of the group is to talk about how parents can

*communicate better with their children,
*be loving even when discipline is necessary,
*improve their children's self-esteem.

These discussions are very informal. Parents who have attended such groups in the past have really enjoyed the chance to talk with each other and learn how to be better parents. I look forward to seeing you there.

==========

Estimado Señor/Señora _____,

Vamos a tener un Grupo de Plática para los Padres el Jueves, 14 de Diciembre en la escuela de _____ de las 8:30-10:00 de la mañana. Esperamos que puedan venir!

El propósito de el grupo es para hablar sobre que pueden hacer los padres para:

* comunicarse mejor con sus hijos
* demostrarles amor aunque se les tenga que disciplinar
* enseñarles como tener confianza en si mismos

Estas pláticas son muy informal. Los padres que han participado en estos grupos en el pasado han disfrutado de la oportunidad de poder platicar con unos a otros y de aprender ser mejores padres.

Esperamos verlos!

_____
Group Discussion Leaders/ Lider del Grupo de Plática

PHONE NOTIFICATION
OF THE PARENT DISCUSSION GROUP MEETING

Before you call write down the appropriate information in the blanks. If you get an answering machine, hang up. Remember to speak with enthusiasm and express appreciation of their time.

Student:_____ School:_____

After you call check appropriate lines below

__ Talked with the mother, father, or guardian of child
__ Could not contact the mother, father, or guardian by the tenth try
__ no answer (answering machine)

Hello, my name is _____, and I'm calling with a reminder about a Parent Discussion Group meeting to be held at (School name:_____) school. Is this (Mr./Mrs.) _____? (If not) May I speak to either the mother or father of_____?

I wanted to let you know that your child's school is having a parent discussion group meeting. The purpose of the group is to talk about how parents can communicate better with their children, be loving even when discipline is necessary, and improve their children's self-esteem. It will be meeting on:_____

at:_____

Do think you or your (husband/wife) will be attending?
Wife Y N
Husband Y N

Well, that is all I was calling about. Thank you for your time, and have a good day.

NOTIFICACION POR TELEFONO
DE LA JUNTA DEL GRUPO DE PLATICA DE LOS PADRES

Antes de llamar, por favor escriba la información apropriada en los espacios. Si al marcar el numero de teléfono, le contesta una grabadora, cuelgue. Recuerde de hablar con entusiasmo y hagale saber su agradecimiento por el tiempo que le estan brindando.

Estudiante:_____ Escuela:_____

Despues de la llamada, marque una de la líneas apropriadas.
__ Hablé con la madre, el padre, o el encargado del niño.
__ No pude hablar con la madre, el padre, o el encargado del niño en 10 intentos.
__ No obtuve respuesta (grabadora)

Hola, mi nombre es _____. Estoy llamando para hacerles un recordatorio de la junta del Grupo de Plática para los Padres en la escuela (nombre de la escuela:_____). ¿Es usted el señor/la señora _____? (Si no es, preguntele) ¿Puedo hablar con el padre o la madre de (nombre del estudiante:_____)

Quiero informale que la escuela de su hijo va a tener una junta del Grupo de Plática para los Padres. El propósito del grupo es para hablar sobre que pueden hacer los padres para comunicarse mejor con sus hijos, demostrarles amor aunque se les tenga que disciplinar, y enseñarles como tener confianza en si mismos.

Este grupo se va reunir en (fecha:_____) en (lugar:_____).

¿Piensa usted que usted o su (esposo/esposa) van a asistir.

ESPOSO Sí No Tal Vez No Estoy Seguro

ESPOSA Sí No Tal Vez No Estoy Seguro

Es todo lo que queria comunicar. Gracias por su tiempo. Buenos días / Buenas noches.

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EXAMPLES OF FEEDBACK MATERIALS

> Parent Information Sheet Used to gather demographic descriptors (English and Spanish language versions included.)

> Log Record of Daily Activity Used to keep track of activity -- includes qualitative observations and tallies of activity.

> Parent Involvement at School Rating Scale Filled out by school staff who have regular contacts with parents.

> Parent Ratings of Event -- The example provided is the scale given to parents at the conclusion of each discussion group. (English and Spanish language versions included.)

PARENT INFORMATION SHEET

Your name_____ Date_____

Student's name_____ Child's Grade ( )K ( )1st ( )2nd ( )3rd

School _____ Your age_____

Your relationship to student: ( ) mother ( ) father ( ) other (specify)_____

Your Race and/or Ethnic Origin:

( ) White (Not of Hispanic origin) ( ) Black (Not of Hispanic origin)
( ) Hispanic ( ) Asian/Pacific Islander
( ) American Indian/Alaskan native ( ) Filipino
( ) Other_____

Has your child had any of the following early childhood experiences:

( ) School district Pre-kindergarten program
( ) Private pre-school
( ) Headstart
( ) Day-care center

Are there other children living in your household? ( ) Yes ( ) No

If Yes, ages of boys _____ and ages of girls _____

Are there other adults in your household?

( ) No ( ) Husband/Wife ( ) Grandparent(s) ( ) Other (specify)_____

Indicate the group that best fits your socioeconomic background and status.

( ) Major business or professional (e.g., executive, architect, lawyer, scientist, etc.)
( ) Technical, small business (e.g., managerial, technical, secretarial, etc.)
( ) Crafts, clerical, sales (e.g., Cashier, bank teller, clerical worker, baker, carpenter, postal worker, etc.)
( ) Semiskilled work (e.g., driver, delivery, file clerk, guard, housekeeper, machine operator, etc.)
( ) Unskilled work (e.g., laborer, busboy, gardener, usher, food server, etc.)

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Información Sobre Padres

Su nombre_____ Fecha_____

Nombre del estudiante_____

Grado de hijo/a ( )K ( )1ro ( )2no ( )3ro

Escuela_____ Su edad_____

Relación con estudiante:

( )madre ( )padre ( )otro (indiqué)_____

¿Viven otros adultos en su hogar?

( ) No ( ) Esposo/a ( ) Abuelos ( ) Otros (indiqué)_____

¿Tuvo su hijo/a algunas de las siguiente experiencias durante su niñez?

( ) Programa de Pre-kinder del Distrito Escolar
( ) Pre-kinder en Escuela Privada
( ) Headstart
( ) Centro de Cuidado de Niñez

¿Hay otro niño/a(s) viviendo en su hogar? ( ) Si ( ) No
Edad de niños_____
Edad de niñas_____

Indiqué el grupo que mejor describe su estado socioeconómico.

( ) Negocio grande o professional (por ejemplo, arquitecto, abogado, etc...) .
( ) Technico, Negocio pequeño (por ejemplo, supervisor, technico, secretaria, etc...)
( ) Ventas, Oficina (por ejemplo, cajera, cartero, panadero, carpintero, etc...)
( ) Semi-oficio (por ejemplo, operador de maquinas, guardia, manejador, etc...)
( ) labor (por ejemplo, jardinero, mesera, mensajero, etc...)

OBSERVATION NOTES

Program staff can make regular notes about activity related to each component. These observations can give a rich profile of the activity and provide a qualitative perspective for judging the degree to which intended program antecedents, transactions, and outcomes actually occur.

(If staff find it difficult to make regular observation notes on their own, periodic interviews can be used to gather the requisite data.)

To provide structure, respondents can be asked (minimally) to answer the following questions:

1. To what degree did you find that needed antecedent conditions actually were present? (Indicate any interfering factors.)

2. To what degree and how well did intended procedures actually take place? (Indicate any interfering factors.)

3. To what degree and how well were intended outcomes achieved? (Indicate any interfering factors.)

Daily Log For Staff
Name_____

Date	Location	Recruit	Or.	Trng.	Pla.	Sprv.	Consu.	Par.	Eval.	Other

Instructions: *Date* refers to when the activity or event occured
Location refers to where the activity or event occured.
Recruit refers efforts to get volunteers, including parents
Or. refers to orientation to new volunteers;explaining the program
Trng. refers to training new volunteers in how to get started
Pla. refers to placement of volunteers in the classroom
Consu. refers to consultation with teachers about a child
Par. refers to a parent activity, such as a parent group
Eval. refers to completeing the evaluation materials
Other lists anything else, such as meetings

		month		week	more than once a week
Mother	1	2	3	4	
Father	1	2	3	4	
Mother	1	2	3	4	
Father	1	2	3	4	
Mother	1	2	3	4	
Father	1	2	3	4	
Mother	1	2	3	4	
Father	1	2	3	4	
Mother	1	2	3	4	
Father	1	2	3	4	

Contact Person(s): _____

* Ethnicity: A=Asians B=Black C=Caucasion H=Hispanic O=Other

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Attachment III

...se contacts seem to be lea... to a positive partnership... the school?

	definiely	looks promising	doesn't look promising	definitely not	Ethnicity
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____
	1	2	3	4	_____

Grade: K 1

Date: _____

Evaluation of Parent Group

School_____ Today's Date_____

We are happy that you attended the parent group and would like to know your reactions. Please give us your opinions. We will use them to improve future groups. Thank you.

1. How worthwhile do you feel it was to attend the parent group meeting?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

2. How much did the meeting help you improve your understanding of problems your child is having?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

3. How much did coming to the parent meeting increase your motivation to try to find ways to solve problems your child has?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

4. If we were to offer more group meetings for parents, how much would you like to attend?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

5. Was there anything you found especially helpful in the group meetings?
(Such as handouts; presentations; hearing from other parents; other things?)

6. Was there anything you wanted from the group meetings that you didn't get? If so, what was it?

Your age _____ Male_____ or Female_____

Your race and/or Ethnic Origin: _____

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Evaluacion del Grupo de Padres

Escuela de nino(a) _____ Fecha _____

Nos da mucho gusta que esten aqui con nosotros en esta junta para ustedes los padres, y queremos saber sus reacciones. Por favor dnos sus opiniones. Laas queremos usar para mejorar nuestras juntas del futuro. Muchisimas Gracias.

1. Como valorizan ustedes el ahber participado en esta junta de padres?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

2. Que tanto les ayudaron estas juntas para mejorar el entendimiento de los problemas que tienen sus hijos?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

3. Como aumento so motivacion el haber venido a esta junta para encontrar mejores manera para resolver los problemas que sus hijos tengan?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

4. Si nosotros ofrecieramos mas juntas para los padres, cuanto le gustaria a usted a venir?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

5. Hubo algo mas especial que le ayudo en estas juntas?
(como las papeles, las presentaciones, escuchar a los stros padres, o alguna otra coas?)

6. Habla alguna otra cosa que usted le hubiera gustado recibir, y que no recibio? Nos quiere decir, por favor.

Su Edad _____ Masculino _____ O Femenino _____

Usted es:
Mexicano-americano/chicano _____
Latino (Centro America, Sur America, Cubano, Espanol, etc.) _____
Otro (Que pais/grupo? _____)

Empowering Parents to Help Their Children

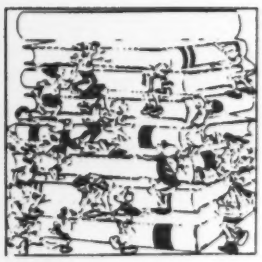
- Guiding Parents in Helping Children Learn
- Self-help Resources
- Samples from the National PTA Leader's Guide to Parent and Family Involvement
  - *Helping Parents Become Better Educators at Home*
  - *How Parents Can Help With Homework*

Center for Mental Health in Schools
Training and Technical Assistance

New!!*

From the Center's Clearinghouse . . .

Guiding Parents in Helping Children Learn



Our major goal is to assist in improving outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools. One way to do this is to develop a variety of resource aids. This particular aid is designed for use by those who work with parents and other nonprofessionals. It contains three types of resources:

(1) The first is a "booklet" written for nonprofessionals to help them understand what is involved in helping children learn.

(2) The second consists of information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance.

(3) The third includes additional guides and basic information to share with parents as resources they can use to enhance a child's learning and performance

CONTACT US:
School of Mental Health Project/
Center for Mental Health in Schools
Department of Psychology, UCLA
Los Angeles, CA 90095-1563
Phone: (310) 825-3634
Fax: (310) 206-8716
E-mail: smhp@ucla.edu

U.S. Department of Health & Human Services
Public Health Service
HRSA
Health Resources & Services Administration
Maternal & Child Health Bureau
Office of Adolescent Health

Self-Help

Three major types of nonprofessional resources are consumers' groups, parents' and self-help organizations, and media presentations such as popularized books and magazine articles.

Consumer information groups gather together and reproduce available information. A major resource for consumer information products is the Consumer Information Center (Department DD, Pueblo, CO 81009), an agency of the U.S. General Services Administration. It publishes a catalog listing booklets from almost 30 agencies of the federal government. Most of the booklets are free. Relevant available works include

- "Learning Disability: Not Just a Problem Children Outgrow"
- "Plain Talk About Children with Learning Disabilities"
- "Your Child and Testing"
- "Plain Talk About When Your Child Starts School"

You will also find here a series of small booklets for parents (at no cost) published by the U.S. Department of Education under the general heading of HELPING YOUR CHILD The list of specific titles include:

- Helping your child learn math.
- Helping your child learn history.
- Helping your child learn to read.
- Helping your child learn responsible behavior.
- Helping your child succeed in school.
- Helping your child with homework.
- Helping your child get ready for school.
- Helping your child improve in test taking.
- Helping your child learn to write well.
- Helping your child use the library.
- Helping your child learn geography.
- Helping your child learn science.

To order, contact:
Consumer Information Center (CIC)
18 F. St., NW Room G-142
Washington, DC 20405
Website: http://www.pueblo.gsa.gov/

The Foundation for Children with Learning Disabilities (FCLD) is a privately funded organization established in 1977 with one of its primary goals to promote public awareness of learning disabilities. The group publishes a resource manual entitled "The FCLD Guide for Parents of Children with Learning Disabilities." The guide provides basic information about learning disabilities (warning signs, guidelines for seeking help, children's rights, alter-natives beyond high school), lists sources of information and help, and includes an annotated list of relevant books, periodicals, directories, and audio-visual materials.
For a free copy, write :
FCLD, 99 Park Ave.,
New York, NY 10016.

The National Association of College Admissions Counselors publishes the "Guide for Learning Disabled Students," which lists schools that provide comprehensive programs for such students. To obtain a copy, write 9933 Lawler Ave., Suite 500, Skokie, IL 60077.

Higher Education and the Handicapped (HEATH) acts as a clearinghouse, providing information about secondary education for persons with learning disabilities. It offers fact sheets, lists of directories, and information about testing, types of programs, and organizations. Also available are bibliographies of recently published pamphlets and books about learning disabilities. Copies may be obtained by writing 1 Dupont Circle, NW, Washington, DC 20036.

Although the information in the materials cited here is presented clearly, not enough effort is made in these materials to clarify issues and consumer concerns.

Consumer advocate groups are more likely to provide the general public with critical as well as informative overviews of what to do and what not to do when faced with an educational, psychological, or medical problem. For example, an organization called Public Citizen (Health Research Group, 2000 P St., NW, Washington, DC 20036) has produced a number of booklets stressing consumer guidelines for careful selection of professional health services. Their approach provides information and instructs consumers in how to ask about and evaluate services to protect

themselves when shopping for and using professional help. Although their work has not focused specifically on learning problems, it is still relevant because practitioners who work with learning problems often model themselves after the medical and mental health professions. Three examples of the Health Research Group's products are

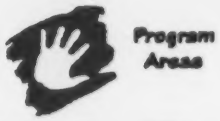
- "A Consumer's Guide to Obtaining Your Medical Records"
- "Through the Mental Health Maze: A Consumer's Guide to Finding a Psychotherapist, Including a Sample Consumer/Therapist Contract"
- "Consumer's Guide to Psychoactive Drugs"

There are books and books and books—some useful, some questionable. There are many texts, journals, and works primarily for professionals. Books for the general public are fewer and have mostly focused on simple explanations and advice. They tend to stress descriptions of the problem and offer suggestions about what parents might do to help their child. A few examples follow:

- Adelman, H. S. & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward.* Pacific Grove, CA: Brooks/Cole Publishing.
- Anderson, W., Chitwood, S., & Hayden, D. (1990). Negotiating the special education maze: A guide for parents and teachers. 2nd ed. Rockville, MD: Woodbine House.
- Bain, L. J. (1991) . A *parent's guide* to *attention deficit disorders.* New York: Delta.
- Ingersoll, B., & Goldstein, S. (1993). *Attention deficit disorder and learning disabilities: Realities, myths, and controversial treatments.* New York: Doubleday.
- Paltin, D.M. (1993). *The Parent's hyperactivity handbook: Helping the Fidgety Child.* New York: Insight Books.
- Selikowitz, M. (1995). *All About A.D.D.: Understanding Attention Deficit Disorder.* Melbourne, Australia: Oxford University Press.
- Rosner, J. (1987). *Helping children* overcome *learning difficulties:* A *step-by-step guide for parents and teachers* (rev. ed.). New York: Walker & Co.
- Smith, C. & Strick, L. (1997). *Learning Disabilities: A to Z.* New York: The Free Press.
- Wilson, N. *Optimizing special education: How parents can make a difference.* New York: Insight Books, 1992.
- Windell, J. *Discipline: A sourcebook of 50 failsafe techniques for parents.* New York: Collier Books.

Although there are many children's books with storylines designed to enhance youngsters' understanding of individual differences and learning problems, much rarer are nonfiction books aimed at providing information and suggestions to the student with a learning problem. One such book is

- Levine, M. (1990). *Keeping* A *head in school* A *student's book about learning abilities and learning disorders.* Cambridge,MA: Educators Publishing Service, Inc.



Programs & Publications

Leader's Guide to Parent and Family Involvement—Weeks 19 & 20

Helping Parents Become Better Educators at Home

Parents Are Their Children's First Teachers

From birth to young adulthood, children depend on their parents to supply what they need—physically, emotionally, and socially—to grow and learn. That's a big job description. Like other job skills, parenting skills do not come naturally. They must be learned. As a national child advocacy organization, the PTA is in an ideal position to guide parents to the resources they need to be the best parents they can be. Following are suggested ways:

Provide parenting education classes and workshops.
Emphasize that good parenting doesn't take a Ph.D. It takes courage, patience, commitment, and common sense. Work with school and community organizations to provide programs on topics that will appeal to diverse groups in your PTA—topics such as discipline, parents as role models, self-esteem in children and in parents, parenting the difficult child, and how to meet the demands of work and family.

Help establish an early childhood PTA.
The best time to prepare parents for their part in their children's education is before their children start school. Contact the National PTA or your state PTA for information on how to start an early childhood PTA.

Establish family support programs.
Cooperate with your school and community agencies to establish family resource and support programs. These might include peer support groups for single, working, and custodial parents; parenting or substance abuse hotlines; literacy or ESL classes; job skills programs; preschool and early childhood education programs, or drop-in centers for parents with young children. Make a special effort to address the needs of teen parents.

Help publicize existing community resources.
If quality family resource centers or support programs for your community already exist, compile and circulate a descriptive list of local services that are available for families. Many parents do not seek the help they need because they are unaware that help exists.

Provide programs and opportunities for learning.
Show parents how to set the stage for learning at home. Conduct meetings and circulate videos or fliers describing educational parent-child activities.

Learning Begins at Home

Parents can set the stage for learning in everyday activities at home. Here's how.

- Set a good example by reading.

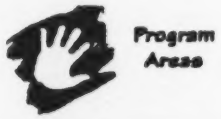
- Read to your children, even after they can read independently. Set aside a family reading time. Take turns reading aloud to each other.
- Take your children to the library regularly. Let them see you checking out books for yourself, too.
- Build math and reasoning skills together. Have young children help sort laundry, measure ingredients for a recipe, or keep track of rainfall for watering the lawn. Involve teens in researching and planning for a family vacation or a household project, such as planting a garden or repainting a room.
- Regulate the amount and content of the television your family watches. Read the weekly TV listing together and plan shows to watch. Monitor the use of videos and interactive game systems.
- Encourage discussions. Play family games. Practice good sportsmanship.
- Ask specific questions about school. Show your children that school is important to you so that it will be important to them.
- Help your children, especially teens, manage time. Make a chart showing when chores need to be done and when assignments are due.
- Volunteer. Build a sense of community and caring by giving of your time and energy. Choose projects in which children and teens can take part, too.

How Parents Can Help with Homework

Parents encourage good study habits by establishing homework routines early, such as the following:

- Come to an agreement with each of your children on a regular time and place for homework.
- Try to schedule homework time for when you or your children's caregiver can supervise.
- Make sure your children understand their assignment.
- Sign and date your young children's homework. Teachers appreciate knowing that the parents are interested enough to check over their children's homework and see that it is finished.
- Follow up on assignments by asking to see your children's homework after it has been returned by the teacher. Look at the teacher's comments to see if your children have done the assignment correctly.
- Discuss teachers' homework expectations during parent-teacher conferences.
- Don't do your children's homework. Make sure they understand that homework is their responsibility.
- Be sure to praise your children for a job well done. Encourage the good work that your children do, and comment about improvements they have made.

Your PTA can further encourage parents by working with teachers to plan workshops, develop



Programs & Publications

Leader's Guide to Parent and Family Involvement—Weeks 3 & 4

How Parents Can Help with Homework

Parents encourage good study habits by establishing homework routines early, such as the following:

- Come to an agreement with each of your children on a regular time and place for homework.
- Try to schedule homework time for when you or your children's caregiver can supervise.
- Make sure your children understand their assignments.
- Sign and date your young children's homework. Teachers appreciate knowing that the parents are interested enough to check over their children's homework and see that it is finished.
- Follow up on assignments by asking to see your children's homework after it has been returned by the teacher. Look at the teacher's comments to see if your children have done the assignment correctly.
- Discuss teachers' homework expectations during parent-teacher conferences.
- Don't do your children's homework. Make sure they understand that homework is their responsibility.
- Be sure to praise your children for a job well done. Encourage the good work that your children do, and comment about improvements they have made.

Your PTA can further encourage parents by working with teachers to plan workshops, develop strategies, and prepare handouts on how parents can help with homework. See the National PTA brochure on *Helping Your Student Get the Most Out of Homework.*

Return to Leader's Guide page.

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strategies, and prepare handouts on how parents can help with homework. Read the brochure *Helping Your Student Get the Most Out of Homework*.

Return to Leader's Guide page.

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Mapping of a School's Resources Related to Home Involvement

Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth. The context for some of this activity may be a parent center (which may be part of the Family/Community Service Center if one has been established at the site). Outcomes include specific measures of parent learning and indices of student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Which of the following are available to address specific learning and support needs of the adults in the home?				
1. Does the site offer adult classes focused on				
a. English As a Second Language (ESL)?	___	___	___	___
b. citizenship?	___	___	___	___
c. basic literacy skills?	___	___	___	___
d. GED preparation?	___	___	___	___
e. job preparation?	___	___	___	___
f. citizenship preparation?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Are there groups for				
a. mutual support?	___	___	___	___
b. discussion?	___	___	___	___
3. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
B. Which of the following are available to help those in the home meet their basic obligations to the student?				
1. Is help provided for addressing special family needs for				
a. food?	___	___	___	___
b. clothing?	___	___	___	___
c. shelter?	___	___	___	___
d. health and safety?	___	___	___	___
e. school supplies?	___	___	___	___
f. other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this somethi you wan
2. Are education programs offered on				
a. childrearing/parenting?	___	___	___	___
b. creating a supportive home environment for students?	___	___	___	___
c. reducing factors that interfere with a student's school learning and performance?	___	___	___	___
3. Are guidelines provided for helping a student deal with homework?	___	___	___	___
4. Other? (specify) _____	___	___	___	___

C. Which of the following are in use to improve communication about matters essential to the student and family?

1. Are there periodic general announcements and meetings such as				
a. advertising for incoming students?	___	___	___	___
b. orientation for incoming students and families?	___	___	___	___
c. bulletins/newsletters?	___	___	___	___
d. back to school night/open house?	___	___	___	___
e. parent teacher conferences?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Is there a system to inform the home on a regular basis				
a. about general school matters?	___	___	___	___
b. about opportunities for home involvement?	___	___	___	___
c. other? (specify) _____	___	___	___	___
3. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
a. sending notes home regularly?	___	___	___	___
b. a computerized phone line?	___	___	___	___
c. frequent in-person conferences with the family?	___	___	___	___
d. other? (specify) _____	___	___	___	___
4. Other? (specify) _____	___	___	___	___

D. Which of the following are used to enhance the home-school connection and sense of community?

1. Does the school offer orientations and open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Does the school regularly showcase students to the community through				
a. student performances?	—	—	—	—
b. award ceremonies?	—	—	—	—
c. other? (specify) _____	—	—	—	—
4. Does the school offer the community				
a. cultural and sports events?	—	—	—	—
b. topical workshops and discussion groups?	—	—	—	—
c. health fairs	—	—	—	—
d. family preservation fairs	—	—	—	—
e. work fairs	—	—	—	—
f. newsletters	—	—	—	—
g. community bulletin boards	—	—	—	—
h. community festivals and celebrations	—	—	—	—
i. other (specify) _____	—	—	—	—
5. Is there outreach to hard to involve families such as				
a. making home visits?	—	—	—	—
b. offering support networks?	—	—	—	—
c. other? (specify) _____	—	—	—	—
6. Other? (specify) _____	—	—	—	—
E. Which of the following are used to enhance family participation in decision making essential to the student?				
1. Families are invited to participate through personal				
a. letters	—	—	—	—
b. phone calls	—	—	—	—
c. other (specify) _____	—	—	—	—
2. Families are informed about schooling choices through				
a. letters	—	—	—	—
b. phone calls	—	—	—	—
c. conferences	—	—	—	—
d. other (specify) _____	—	—	—	—
3. Families are taught skills to participate effectively in decision making.	—	—	—	—
4. Staff are specially trained to facilitate family participation in decision making meetings.	—	—	—	—
5. Other (specify) _____	—	—	—	—

	Yes	Yes but more of this is needed	No	If no, is this somethin you want
F. Which of the following are used to enhance home support of student's learning and development?				
1. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
2. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
G. Which of the following are used to mobilize problem solving at home related to student needs?				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
H. Which of the following are used to elicit help from those at home to meet school/community needs? That is, are those in the home recruited and trained to help with				
1. students by				
a. assisting administrators?	___	___	___	___
b. assisting teachers?	___	___	___	___
c. assisting other staff?	___	___	___	___
d. assisting with lessons or tutoring?	___	___	___	___
e. helping on class trips?	___	___	___	___
f. helping in the cafeteria?	___	___	___	___
g. helping in the library?	___	___	___	___
h. helping in computer labs?	___	___	___	___
i. helping with homework helplines?	___	___	___	___
j. working in the front office to welcome visitors and new enrollees and their families?	___	___	___	___
k. phoning home regarding absences?	___	___	___	___
1. outreach to the home?	___	___	___	___
m. other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. school operations by assisting with				
a. school and community up-keep and beautification?	___	___	___	___
b. improving school-community relations/	___	___	___	___
c. fund raising?	___	___	___	___
d. PTA?	___	___	___	___
e. enhancing public support by increasing political awareness about the contributions and needs of the school?	___	___	___	___
f. school governance?	___	___	___	___
g. advocacy for school needs?	___	___	___	___
h. advisory councils?	___	___	___	___
i. program planning?	___	___	___	___
j. other? (specify) _____	___	___	___	___
3. establishing home-community networks to benefit the community?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
I. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Home Involvement in Schooling?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs	___	___	___	___
3. Other? (specify) _____	___	___	___	___
J. Which of the following topics are covered in educating stakeholders?				
1. designing an inclusionary "Parent Center"	___	___	___	___
2. overcoming barriers to home involvement	___	___	___	___
3. developing group-led mutual support groups	___	___	___	___
4. available curriculum for parent education	___	___	___	___
5. teaching parents to be mentors and leaders at the school	___	___	___	___
6. other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

K. Please indicate below any other ways that are used to enhance home involvement in schooling.

L. Please indicate below other things you want the school to do to enhance home involvement in schooling.

We hope you found this to be a useful resource. There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

CLEARINGHOUSE CATEGORIES

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards
- Other System Topics: _____

Programs and Process Concerns:

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics
- Other program and process concerns: _____

Psychosocial Problems

- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Learning Problems
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gangs
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Gender and sexuality
- Reactions to chronic illness
- School Adjustment (including newcomer acculturation)
- Other Psychosocial problems: _____